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SUPERVISED STUDY—TEACHING THE CHILDREN HOW TO STUDY



The Ideal Teacher

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There has been great glorification of education, of the public schools, and of the teacher's calling; but there has been some suspicion that those who spoke the word lacked a little in sincerity and seriousness and had not the fullest belief in their own utterances. But in recent months, barely years, a high degree of earnestness and seriousness has characterized such words, and pulpit, platform, daily paper, and monthly magazine have as never before emphasized the need of education and hence the need of good teaching.

The war has been a large, but not the only factor responsible for this change. One may safely predict that but a few decades will pass before comparison between the sums men are willing to pay for the training of their colts and for the teaching of their children will cease to be made, and one also may predict with confidence that such sums will be spent for education as will attract better talent to the teacher's calling—not, as somebody says, to reward virtue, but to attract virtue. However, it is not to be expected and ought not to be expected that distinguished success in education will reap the same money reward that comes to distinguished success in surgery, law or business.

Much thought has been given in these last few decades to organization, administration, and to the preparing of teachers, and very properly so. School work must be done in properly lighted, heated and ventilated rooms; apparatus and books must be provided; the right subjects of instruction must be selected; and a good organization, not too loose, not too rigid, is necessary with a proper person at its head. Then things are ready for the teacher and the boys and girls—for the ideal teacher.

What are his qualities? He must be intelligent, of course, and know something. I once heard a college president say, "We can endure ignorance and dullness in the schoolroom, but not the teacher who whips and scolds." We can endure neither, but if we must endure either we must not and cannot endure ignorance and dullness. Because one may know and cannot teach, it is sometimes assumed that one can teach who does not know. These agnostics behind the teacher's desk who know nothing and who never will know anything are agnostics that will do much harm. The ideal teacher sees clearly and face to face, and not thru a glass darkly.

In character, he must be truthful with a passion for getting things right—one of integrity of mind, of wholeness and wholesomeness of mind. His is the single eye, the directness and simplicity which gives the character a charm and winsomeness as beautiful as it is rare and as rare as it is beautiful. He must be courageous to say I don't know or I was unjust, not lacking the heart to do his duty when such duty is unpleasant, with strength of purpose and will, not only one who can, but who will—not soft nor hard-boiled.

NOTE—Read before the Department of Superintendence, Atlantic City, February 28, 1921.

He must have acquired good manners, a habit of personal tidiness. He must have had opportunity to get knowledge and culture and possess the evidence of such opportunity in his diploma and degree.

The meager equipment of a few generations back are today no more to be considered than an ox team is to be considered a proper means of transportation, altho it was once as good as was to be had. In fact, he is to be an educated person. Let the president of Columbia University state five of the evidences of an educated person. First, correctness and precision in the use of the mother tongue; second, gentle manners; third, the habit of reflection; fourth, power of growth; fifth, power to do. Let William James add "the ability to suspend belief in the midst of emotionally conflicting ideas." The educated man does not boil at a low temperature nor blow up at a spark.

What activities characterize the ideal teacher in the classroom? Again abundant knowledge of what he is to teach—a very important part of his professional equipment. He creates, or at least does not destroy, a good spirit in the classroom. He knows that the field is new to the pupil and that everybody blunders and stumbles in a strange field. He is quick in discovering error, simple and direct in pointing it out, and skillful in correcting it.

He leads students to see what is true is the thing to be established, not who is right. He strives for clearness and does not mistake mudiness for profundity. He knows when to be a mediator, and when to keep out of the way and let the pupil come into immediate contact with what is to be learned. He knows that the verb, to teach, has in English, as in Latin, two accusatives, and that such utterance as we sometimes hear,—"I don't teach the subject, I teach the boy,"—are ridiculous and absurd.

He knows that the student's good time consists in acquiring knowledge and skill and strength, and not in amusement listening to weak jokes and silly stories. He knows that the serious but enjoyable business of learning is not attendant with much laughter. He knows the use of illustration and is not like the speaker who found his illustrations first and the things to be illustrated afterwards. He knows that knowledge must be acquired now and then painfully, but usually with pleasure—that knowledge is power—potential—and he knows also that knowledge must be converted into what is quite other than the raw material of knowledge. As iron ore is converted into shining steel, knowledge is converted into opinion and culture.

The ideal teacher knows that relative interests and relative values are not necessarily the same; he knows that the recently lost or about to be lost, as well as the recently found, are all of great interest, but not necessarily of great value. We all have spent a half dollar's worth of time trying to fish a nickel out of a crack in the sidewalk, and shall very properly continue to do so; but nobody thinks a nickel is worth fifty

cents. And the ideal teacher will not think that because the dunce and the scalawag greatly excite his interest and very properly take much of his time and attention, these are of more value than the others.

The ideal teacher does not bore his classes. The writer has seen a third grade class in arithmetic work hard for fifty minutes with a high degree of concentration, and when told by the teacher that they had been working hard and might do what they liked, almost unanimously and eagerly say, "Give us some more problems." With a poor teacher they would have been sick of the whole thing in less than fifteen minutes.

The ideal teacher knows well the difference between a counterfeit enthusiasm, the forced and foolish sprightliness of the primary teacher, and the life which real interest manifests. Says Santayana, "If he is to teach with good grace and modesty and authority, it must not be he that speaks, but science and humanity that is speaking thru him." He is never bitter or flip-pant and seldom aggressive. The ideal teacher seeks in his own experience and in that of others to make the exceptionally good the rule in his own work. It is rather easy by budding and grafting, to make a rare fruit the rule, and not beyond the good teacher's ability to make the new that is worth while his own.

The good teacher knows when his work suffers because of an excess of a needed element or by the presence of what ought not to be at all, as he knows when butter is unfit to eat because of too much salt or because of the presence of kerosene oil. He knows, too, when the pupil should get knowledge thru his own experience and when thru the recorded experience of another, when the authority lies in his own consciousness or in a book.

The ideal teacher knows the difference between the socialized recitation and a gab-fest—others do not. He knows, too, that he cannot organize a curriculum around present-day issues—bolshevism or the league of nations, for example.

What cannot the ideal teacher do and who knows the wonder of his work? William Ernest Hocking says, "There are few more beautiful miracles than that which can be wrought by leading a despairing child into trifling success; and there are few difficulties whose principle cannot be embodied in such simple form that success is at once easy and revealing."

In closing, here are a few words from a prominent English schoolman: "That other education which leads to a simplicity of life and a love for the beautiful is difficult to attain, for here we must start not with buildings or officials, but with a body of teachers who really love and practice what they teach."

The statesman for whom we are still waiting will have as his first duty to persuade the nation that such teaching is worth paying for, and that thru it can the force be neutralized that may bring us to ruin."

The Duties and Training of City Superintendents

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The purpose of this study is twofold: (1) to answer the question as old as the city superintendency, "Why is a city superintendent?", and to take stock of the connection between the requirements of the profession as shown thru the rules and regulations of city school boards and the training courses offered in colleges and universities and by means of textbooks. Probably at no time since the first troublous days when the position was striving for recognition has there been such question of its need, a criticism of such magnitude as to cause one to inquire if there is not a concerted and organized attack against the whole supervisory machine. Second, the vocational motive is more and more a controlling force determining school courses, and may well be the chief factor considered in planning those which are strictly professional.

The main sources drawn upon for information are three: (1) rules and regulations of city school systems, (2) texts in school administration and supervision, and (3) descriptions of college courses in the subject, typical institutions of recognized standing being drawn upon. The limitations in comprehensiveness are evident, but as the actual requirements are in no case likely to be less than what is being taught, the data offered is not discredited; it is valid for a part of the whole subject, and only claims to set forth the contents of the sources.

In the fall of 1920, eighty letters were sent to superintendents in representative cities asking for a copy of the latest rules and regulations. Forty-two cities sent copies of their published rules, 25 reported they had no published rules, six were engaged in revision of rules, and nine did not reply. On the basis of the usual divisions according to population the following distribution is shown:

	Population						Totals
	5,000-	25,000-	25,000-	100,000-	250,000-	up	
Cities submitting rules...	13	8	14	7	7		42
Cities having no written rules	11	8	1	5			25
Cities revising rules.....	1	2	1	2			6

Twenty-six states are represented, including all the principal sections of the country. The period covered in the rules ranges from 1904 as the date of the last revision to 1920.

The publications were carefully read and all references to the duties of city superintendents tabulated under the headings used in the rules. These have been roughly grouped according to the subjects with which they deal, and in the order in which they generally occur. What this tabulation reveals concerning the specified duties is shown in the table.

Few of the topics are in need of explanation. In connection with the first it may be said that the officers meant are not all connected with teaching duties, but include business manager, superintendent of buildings and grounds, clerks, stenographers, and janitors. In the larger cities the duty of appointing these officers rests with the superintendent, subject to the approval of the board: the power of removal is specified in only two instances, and indicates the probability of negotiation and agreement.

Eight topics are named under the general heading of supervision. Of these instruction, discipline, the making of courses of study, and the purchase of apparatus and supplies are the most important. Teacher participation is provided for in some schools, by requiring that the

Topics	5,000-	25,000-	25,000-	100,000-	250,000-	up	Totals
<i>School officers</i>							
Appointment	0	0	8	6			14
Removal	0	0	1	1			2
<i>Supervision</i>							
Instruction	9	6	7	3			25
Discipline	9	5	8	2			24
Selection of texts.....	4	4	7	5			20
Apparatus	2	3	5	4			14
Courses of study.....	6	4	9	5			24
Measure results	2	3	3	4			12
Visit schools	8	5	12	2			27
Provide supplies	2	1	6	0			9
<i>Teachers</i>							
Appoint	7	3	9	6			25
Assign	7	4	7	2			20
Transfer	6	4	6	5			21
Suspend	3	2	6	5			16
Dismiss	2	0	1	0			3
Promote	0	0	3	5			8
Demote	0	0	1	1			2
Grant leave	1	2	1	2			6
Examine	2	0	3	4			9
Keep list of applicants..	4	4	3	2			13
Hold meetings	11	5	11	5			32
<i>Pupils</i>							
Classify	7	2	5	0			14
Assign and promote....	8	2	4	2			16
Transfer	7	2	3	2			14
Suspend	5	3	4	0			12
Examine	6	3	6	2			17
Issue employment certificates	0	0	2	0			2
Provide supplies	0	0	1	0			1
<i>General</i>							
Make rules	3	1	5	3			12
Fill temporary vacancies	8	4	11	2			25
Require reports	1	2	5	2			10
Prescribe forms	6	4	3	1			14
Attend board meetings.	8	2	8	4			22
Study other school systems	10	6	7	3			26
Recommend repairs on buildings, etc.	0	1	3	3			7
Keep office hours.....	9	7	9	5			30
Change boundaries of district	0	0	2	3			5
Prepare budgets	0	0	1	4			5
Make reports	11	7	14	6			38
Enforce rules	11	7	9	3			30

Total number of duties enumerated refer to 40 topics.

superintendent consult principals, and teachers in the preparation of curricula, and in a few instances permitting the complete delegation of this duty to supervisors and principals. Tho the city and state laws as a rule state that textbooks must be selected and adopted by school boards, and the boards refer to the superintendent, there is nothing to prevent the actual selection being made by teachers thru committees or in a general referendum of teachers such as was practiced in Portland, Ore., in 1920.

With the development and use of standard tests, the measurement of the results of teaching has become a function of the superintendent that is constantly increasing in importance. Tho the old term "examinations" still remains in the rules, it has been supplanted in reality by scientific methods of evaluating teaching, and there has been built up a tendency to supervise by "results" rather than thru indicating methods of instruction and discipline.

Visits by superintendents are rightly regarded so essential as to be uniformly required in the smaller schools. The emphasis upon the exact performance of this rule in the larger cities simply shows the rapid growth of the schools, and the failure to revise the rules in

accordance with the new demands on the superintendent, and the presence of an adequate supervisory force. Nevertheless, even in cities of 250,000 population, it is well to have superintendents keep aware of their personal relationship to concrete schoolroom conditions. No city is so large that the chief school officer should not from time to time visit the classes while they are at work.

Appointments of teachers are subject to the approval of the board, but with two outstanding exceptions, (large cities) assignment, transfer, suspension, promotion seem to be left to the superintendent. Dismissal and demotion are usually subject to review, even in cities where there is no tenure law. In two of the larger cities, the superintendent may grant a year's leave of absence: in the smaller cities only temporary absences may be permitted. Examinations of candidates for positions are delegated to committees of which the superintendent is a member.

The improvement of teachers in service as a duty of the superintendent is made possible thru rules requiring teachers' meetings. But one type of meeting is as a rule prescribed in the regulations: that in which the superintendent is a teacher. This is a continuation of the belief of William T. Harris and others that one of the supreme functions of the city superintendent is to provide agencies for and to assist in training teachers while they are in service.

Relations of the superintendent to pupils in the larger schools clearly mark the survival of practices that extend back to days when a personal oversight, and in fact attention to the needs, of pupils was possible. Cities have outgrown the possibilities of this intimate contact, yet there is a valuable suggestion in the fact that duties of superintendents to pupils still appear in the governing laws: a persistence, and rightly, of the fact, in order that it may ever be first in the superintendent's mind, that the schools exist for the children. In the smaller cities the superintendents deal directly with the problems enumerated.

The general duties herewith appearing are clearly of an administrative nature. Common observation would probably justify the remark that a successful handling of these obligations is easier than those that preceded. They are more tangible, lend themselves to routine procedure, are the most obvious, and appeal to the office mind. Probably two-thirds of the time of the superintendent is occupied with duties appearing in this section, and in the large cities all of the time of the chief school officer is given over to activities in this field. The prevailing belief of authorities seems to be that administration is the principal function of the superintendent.

Reference to the content of textbooks in this field will be made later. It may be stated at this juncture that Chancellor in his "Administration and Supervision" in the chapter on superintendents names these as matters suitable for publicity:

- Financial statements.
- Attendance statistics.
- Appointment, promotion, transfer of teachers.
- Proceedings monthly meetings of board.
- Results of examinations.
- Athletics.
- Changes in course of study.
- Changes in regulations.
- Public meetings at schools.
- Addresses by school officers.

Parts of annual report.
Suggested improvements.
Building plans.

It will be noted that practically all of these topics fall into the last group we considered, indicating unquestionably a strong belief in their overshadowing importance.

One noticeable fact is the similarity between the rules of the small cities and the larger ones. Some had certainly been copied verbatim from another, or several had a common origin. Following the principle of the social psychologist that the smaller imitates the greater we might say that the chief sources of inspiration have been such cities as Chicago, New York, Philadelphia, and St. Louis. But it is not certain that such a conclusion is justified by the facts. For it also seems clear that there is little difference between the rules now in force in the large cities, and the rules in effect in these same cities when they were small. Revisions have been infrequent; the regulations of 1902 are the regulations of 1920. Surely the early superintendents well conceived the nature of their duties.

What of the cities that claim to have no written rules? The statement may mean they have rules, but they have not been collected in a single volume: they are found on minutes of the school board. They may in some instances be found in the communications of the superintendent to the teachers; some of them have been announced in meetings; many simply represent custom procedure: but no uniformity is possible, no intelligent cooperation, no smooth-running administrative machinery in a school system in which rules and regulations of whatever kind are absent.

This statement may well be questioned. Rules written or unwritten will not scaffold up a weak administrator, and it may be maintained that a strong one plans his programs as he goes. Nevertheless, a weak executive is helped by the support of expressed authority, an untrained administrator is guided, and except in one flagrant example, there is no case in the rules examined where the requirements upon the superintendent are of such character as to hamper or impede the efforts of a capable person. In the city referred to the superintendent is merely an agent of the school board, all duties and all powers devolving upon the board membership. Common experience will also show us that rules wisely devised and administered, especially over a considerable period of time, may prove a protection to a school superintendent from the encroachments, and usurpations of an untrained and unbusiness-like school board. Further, they may be invoked to save a school from a muddling superintendent.

There seems to be no adequate grounds for comparing large and small cities as to duties of superintendents. In a general way it may be said that the small city superintendent has more duties to perform, that these are often personal in their nature, and consequently more difficult, that a type of specialization is possible in the large city, but never in the small; that in the large city duties are more decidedly of a routine nature, and finally that while experience in a small city is excellent preparation for a superintendency in a large city, the reverse is never the case. To put the matter in plain words, the small city superintendent has a bigger job than the superintendent in the large city.

Six of the leading textbooks in school administration and supervision were examined to discover which of the duties belonging to the position of superintendent are discussed, and to evaluate this discussion, though imperfectly. The topics treated fall, as a rule, under three main headings: organization, administration,

and supervision, but no effort is made to define, characterize, or divide these main subjects. Organization is understood, however, to refer to the general plan by which the various departments and employees of the schools have their duties laid out, and their relations established. The number of members in the school board, the method of selection, division and powers of committees, school administrative and supervisory departments subordinate to the superintendent, down to the schedules and programs of individual teachers are included. Inasmuch as these are usually well established and working, the value of presenting this knowledge of routine in texts seems slight. Usually the conditions prevailing here have been established by law or custom and the superintendent could not change them if he would, and it is also open to question whether he could greatly improve them. Certainly a new man going into a school would not undertake to make radical departures from past schemes of practice if he had the power to do so.

The outstanding points emphasized in the texts are that the superintendent should supervise, tho he is not told how to perform the details of supervision; to appoint teachers, tho he is not told how to select them; to improve his teaching force, but he is not made aware of the existing agencies for improvement, and the ways in which they may be utilized. His duties in respect to pupils are even more vague. It is only when dealing with state, county and city organization; and with reports, forms, and qualities of the successful superintendent that texts are comprehensive, and concrete. The question may be raised whether the writers should not have collaborated with men of practical and wide experience in city schools.

About the same showing is made in the courses for superintendents in higher educational institutions. This might be expected since texts serve as outlines of courses, and indeed, may have been written by those who teach. Catalogs from eight of our best schools were taken, representative of the eastern, central, and western sections; institutions public and private. One school offering three courses for superintendents makes the modest claim that it is "each year turning out a large number of young men trained for superintendencies," and makes the same requirements in education of secondary teachers that it makes of administrators. The number of courses listed in the catalog—and these doubtless exceed the number actually taught—are as follows:

Eastern.	
School	Courses
A	45
B	7
C	3
Central.	
School	Courses
D	2 and three seminars
E	5 and one seminar
F	7
Western.	
School	Courses
G	3 and one seminar
H	9 and one seminar

The astounding thing here is the wide variation. Three schools turn out "many trained superintendents" each year thru three to five courses, while others teach from seven to 45. Judging by the description attending the curricula, school organization again comes in for decided emphasis: state, higher institutions, county and city, with historical aspects well to the front. What actual purpose is served by these offerings is not apparent nor explained.

In one institution the courses seem to be sufficient, properly segregated, and combined with sufficient practice, and knowledge of the demands of the position for which training is

offered to really prepare a candidate. No attempt is made to belittle the value that history, sociology, literature, and other matter will have in preparing a prospective superintendent for intelligent leadership; but to maintain that the strictly professional courses given to superintendents in higher institutions appear to be inadequate: for (1) too much attention is given to general, abstract, and unrelated material, (2) matters of which the candidate should have complete, specific, and exact knowledge are passed over with brief mention, (3) essential topics are passed by entirely, and (4) opportunity for first-hand observation and practice are not provided. It is not surprising that authorities on school administration should advise superintendents-to-be to gain experience as grade principals, and as administrators in small town systems before taking upon themselves the responsibilities of city superintendents. This advice, however, apart from any reference to the foregoing, is prompted by wisdom.

The analysis of the duties of a superintendent of schools shows that he is an educational engineer. His professional training should be sharply differentiated from the training received by a high school or elementary school principal, or a teacher. Clarification of his daily duties is needed to supply data for guidance. Terms now applied to his general function should be elaborated and made more definite. The summary below is used to illustrate what is meant. The duties of a city superintendent consist of:

- I. *Organization.*
 1. Planning.
 2. Directing.
 3. Counseling.
- II. *Administration.*
 1. Executing routine.
 2. Meeting new and unforeseen situations.
 3. Carrying out special programs.
 4. Maintaining morale.
 5. Providing facilities.
- III. *Supervision.*
 1. Inspection.
 2. Measurement.
 3. Instruction.
- IV. *Accounting.*
 1. Reports.
 2. Recording.
- V. *Investigation.*
 1. Gathering data.

Our schools of education have sprung up with only a general idea of their mission. Courses should be of a more highly specialized character; not courses in school administration, but in particular aspects of the subject. Training should be dedicated by the demands of the vocation. We need a new type of survey, or at least an addition to the present form; an addition that will bring to light the responsibilities and needs of those who hold positions of authority in our school system; texts and curricula for school administrators should be developed with these needs and duties in mind.

The school board at Welcome, Minn., says that it will observe the state law in keeping minors out of pool halls and in forbidding the cigarette habit. The Sentinel of Dawson, Minn., says: "Hats off to the Welcome school board!" and asks, "Will other towns follow?"

President Abram Simon, President of the School Board of Washington, D. C., recently said: "In these prohibition times the school board member has the one job with a real kick in it." Well, it is not a popular kick but a kick—and sometimes many of them—just the same.

H. M. Rowe says that "A poor speller is an abomination anywhere." Not so. How about the "you know me Al" baseball stories in high class magazines? In periodical literature bad spelling is commercialized with profit to the offender and pleasure to the reader.

The High School Principal's Duty in Promotion

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A gentleman once, while enjoying an enforced vacation at an insane asylum, was accosted by his physician, who in sport asked him why it was that he came to the hospital. The patient thought a moment, then answered with a smile, "Simply a difference in point of view. I thought all other men were mad, all other men thought that I was mad. The majority won, so I came." Trusting that the analogy will not be applied too closely, I wish to define very clearly just what my point of view shall be in considering the topic, "The high school principal's duty in promotion."

From Holy Writ we get a threefold classification of men, the one talent man, the five talent man, and the ten talent man. My purpose is not to represent the one talent man, he who buried his talent in the earth; neither is it my intention to represent the ten talent man, the expert, but in this paper I will represent the great middle class of teachers and principals, among whom I number myself, the average, ordinary, plodding class which I shall designate as the five-talent principal and the five-talent teacher.

When one speaks of the duty of the principal, there immediately arises visions of weighty responsibilities, grave matters of direction, decision, supervision, etc., placed upon the shoulders of the high school principal, but in reality the principal has none of this type of duties in promotion. A promotion grade in high school rests upon the opinion of the teacher, and if in the teacher's opinion the pupil meets that grade, he is promoted. There is no such thing and cannot possibly be any such thing as a common standard of promotion among two or more teachers, for the 70 per cent that one teacher gives will, as likely as not, be the 85 or 90 per cent that another teacher gives. So, while much may be said of the principal's duty, it is the opinion of the classroom teacher, in the final analysis, that prevails and upon that opinion the pupil is promoted or retarded.

Flexibility in Promotions.

It is a commonly recognized principle of modern pedagogy that promotion should be flexible. Continuation schools, opportunity classes, replacement according to mental age, the so-called express, local, and freight methods of going thru the grades are all examples of this fact. But even yet, in spite of all that has been done in the way of standard tests and measurements, we have in high school a system of what has been termed variable promotion rather than flexible promotion. And until that day comes when mental rather than chronological or school age shall be the criterion of placement, common standards cannot be applied, and even then the standards will not be absolutely common because of the inherent differences in teachers.

Because of this mal-placement of pupils, we have at present in any one year of high school a group of pupils many of whom are advanced and many of whom are retarded. The five-talent teacher and the five-talent principal recognize this even without the aid of any psychological testing. How the misfits got there, we sometimes wonder among ourselves in our crude way. But is the answer hard to find? Variable standards of promotion! Leniency! Perhaps John's mother and the teacher are fast friends in the community. Perhaps John is the son or even occasionally Lizzie is the daughter of a prominent citizen. But the answer is more often found in that attitude occasionally expressed by the teacher thus: "Well, you take him this year; I had him last."

Two Dangers.

When the teacher is brought face to face with this condition she is confronted by two serious dangers. "Shall I or shall I not promote the pupil who in accordance with his native endowments has done fairly well, yet who I know will not reflect credit upon the school after graduation?" In cities, this question is not so pertinent, but in the small community it is a serious one. If a pupil, after graduation, fails to qualify in any particular, even if that particular is not within the province of the school at all, the school is blamed. Many of us are not in a position to make any more enemies than we already have and the school should never have any more enemies than is necessary.

Especially in the small community, where the school is an important social as well as educational center, the good name of the institution should be jealously guarded. On the other hand, it is right that every boy and girl should be educated to the extent of his capacities, instead of being forced out of school, as is often the case, by a set of rigid standards superimposed upon the high school by the college. If the colleges would in some measure release their standards and apply some of the modern methods of educational procedure to their pupils as the high schools are attempting to do, we would not be vexed with this condition to the extent that we are at present, we might not see the lists of school mortality quite so high, and at least we would be rid of the menace of college entrance examinations, which a student in my school has very appropriately nicknamed the "college exit" examinations.

The Principal's Duty.

Now, just what is the principal's duty in assisting the teacher to bring order out of this chaos? In view of the fact that promotion is a function of the classroom teacher, the duty of the principal is in no sense a direct one. Rather thru the indirect methods of suggestion, constructive criticism, leadership in teachers' meetings, etc., should his influence be felt. He must encourage his teachers to bring to bear other standards than their own in this matter of promotion that they may arrive at a better standard for the individual child. And promotion is an individual matter. We do not promote pupils en masse. And this is no mean job that we have placed upon the shoulders of the high school principal, for there are many teachers, even above the five-talent class, who find it hard to relinquish the old and accept the new, who have a tendency to "cleave to the rut." But when a teacher has ceased to look for the things that spell self-improvement, for the things that will keep her away from that rut, that teacher will soon be of little value to the profession. This the high school principal must keep before his teachers that they may have open and fair minds to accept and justly criticize the ideas of others, and active and keen minds that they may put into execution those ideas when they have impartially judged of their merits.

Tests as Aids.

Within the past few years there has descended upon the five-talent teacher such a storm of in-

telligence, standard, and various other types of tests that often she has been nearly swamped. The superintendent too frequently has not realized this because it is his business to be an expert in his field. He has kept abreast of the times, he has ridden, as it were, on the crest of the test wave, he has been interested in the whole system, the wider applications of tests. But when it comes to bringing these tests down within the four walls of a classroom and using them in this individual matter of promotion, it is another problem. Here it is that the high school principal has an excellent opportunity if he has the right conditions under which to work. And no principal can do his real duty in promotion if all his time is taken up by classroom teaching or by attending to routine office affairs that a well-paid clerk can better do. A duty of the high school principal is to devise ways of using standard tests in promotion.

An exceedingly simple method, devised by one of the teachers in my school, is as follows: A report sheet is filled out with seven columns on it after the pupils' names. In the first column are placed the Intelligence Quotient, the Intelligence Score, and the Mental Age; in the second, the results of the diagnostic test in the subject, and in the third, the results of the standard tests in the subject. The next three columns are reserved for the teacher to grade on effort, classwork, and examination. Then, when it comes to promotion, the teacher has other standards than her own to follow in deciding who should be promoted.

EXHIBIT I.

	Intelligence Quotient	Diagnostic Score	Standard	Effort	Class Work	Exams.
Pupil A66	*C	7.	A	C	E
Standard	1.00	B	9.5			

* Diagnostic score translated into the school grades.
A—Excellent.
B—Good.
C—Fair.
D—Marginal, but passing.
E—F—Failure.

Application of Test Results.

By this method, the teacher takes into consideration the left side of the scale as well as the results of her own work, and by so doing arrives at a sounder standard of promotion. Many problems present themselves which, if answered by the teacher, will help arrive at a better standard for the particular child. For instance (see Exhibit I), pupil A has a low intelligence score, a fair diagnostic test score, a low standard test score, a high rating for effort, a fair grade for classwork, a low grade for examinations.

What is the best procedure with reference to the promotion of that pupil? Here it is that the high school principal can make suggestions with reference to the standards used, the accuracy of the teachers' grading, new standard tests to be employed, etc.

In the case of pupil A, just mentioned, two additional mental tests were given which substantiated the results already found for the intelligence quotient. Another diagnostic test was given with a little better score resulting, but which when translated into the school grades could not be counted higher than C. The same standard tests were repeated with the result that in some, the pupil improved his score; in others he lowered it; but the average result was below the previous grade. The teacher then reviewed her grades for the year in classwork and examinations and came to the conclusion that she had graded the pupil as correctly as she knew how. The problem on which both

teacher and principal are at present working is an attempt to determine a more scientific method of grading on effort than was practiced during the past semester.

Some Precautions.

There are three tendencies, however, that the principal should caution his teachers against, any one of which, if followed, will mar the efficiency of the system. First is the tendency to disregard the standard tests entirely as having no value, and we meet this attitude only too often. The second is a tendency to accept the standard tests as the final work in education and then do no teaching according to the course of study, an attitude equally as bad. The third and worst, because hardest to combat, is a tendency to accept the standard tests as having value but to take no account of them in the matter of promotion by making content the criterion of advancement. It is the duty of the high school principal to point out these pitfalls to his teachers, lest some of them fall into the quagmire of radicalism in the first case, or ultra conservatism in the second, or—let us name it rightly—pure obstinacy in the third.

The following is an example of this method of using standard tests in promotion, with reference to grades in a class of fourth-year English.

problems, I shall mention only three, in order that it may be seen that the study had a real value.

I. What is the relation between the number of pupils failing in examinations and the number failing in classwork and promotion? In 1917-18, teacher A gave 300 per cent more failures in examinations than in classwork, and 150 per cent more failures in examinations than in promotion; in 1918-19, 400 per cent more failures in examinations than in classwork and 300 per cent more failures in examinations than in promotion; in 1919-20, 250 per cent more failures in examinations than in classwork and 150 per cent more failures in examinations than in promotion. This shows an unusually large number of failures in examinations when compared with classwork or promotion and on the basis of these results, there are four questions which should be answered by the teacher:

- Is more emphasis placed upon classwork or upon examinations for promotion?
- Why is the emphasis so placed?
- Are the examinations given by this teacher too difficult?
- Is the teacher allowing too many who react to failure as a habit, to be promoted?

II. What is the reason for exceedingly great

EXHIBIT II.

		Intelligence Quotient	Intelligence Score	Mental Age	Thorndyke Silent Reading Test	Standard Test in Subject							Classwork						
						Starch Grammar							Effort	September	October	November	December	January	Exam.
						A	B	C	P	1	2	3							
Student A.....		1.25	169	Ad	*B	9	11	10	10	16	24	38	D	D	C	D	D	E	C
Student B.....		.9	159	Ad	A	9	12	ab	9	28	62	31	C	D	D	D	B	B	C
Student C.....		1.17	182	Ad	A	13	11	11	13	35	54	16	C	B	C	B	B	B	A
Student D.....		1.25	172	Ad	A	12	12	10	13	44	57	46	D	C	C	B	C	B	A
Student E.....		1.05	161	Ad	B	6	9	10	10	27	40	21	D	C	E	C	C	C	E
Student F.....		.87	133	14.4	E	8	12	11	8	24	26	39	B	D	D	E	D	D	D
Student G.....		1.	149	Ad	B	12	11	11	9	29	56	29	D	D	D	E	C	D	B
Student H.....		1.11	164	Ad	B	5	7	9	9	-1	57	9	D	D	D	E	D	D	E
Student I.....		1.17	180	Ad	C	9	9	10	10	29	56	52	E	C	E	D	D	C	D
Student J.....		.78	138	Ad	E	9	10	7	10	2	54	34	D	C	D	E	C	C	D
Student K.....		1.11	164	Ad	C	11	9	11	10	32	50	42	D	C	D	C	B	C	D
Student L.....		.66	113	12	D	7	0	10	9	11	45	14	B	D	D	D	C	D	E
Student M.....		.82	131	14	B	10	8	9	9	12	25	11	C	E	D	D	C	D	F
Student N.....		1.25	170	Ad	A	14	11	10	10	64	77	85	B	A	B	A	A	A	A
Student O.....		1.11	168	Ad	B	12	11	ab	13	43	78	68	B	B	C	B	A	B	A
Student P.....		.77	133	14.4	C	10	9	10	9	20	49	30	C	E	D	D	C	D	D
Student Q.....		1.17	177	Ad	A	13	12	10	9	26	40	48	D	C	C	C	C	C	B
Student R.....		.94	152	Ad	D	10	10	11	9	-7	9		D	E	D	D	D	D	F
Student S.....		1.	163	Ad	A	11	10	8	8	18	36	14	C	E	E	E	D	D	E
Student T.....		1.25	177	Ad	A	14	12	9	13	42	67	54	C	C	B	C	C	C	B
Student U.....		1.18	162	Ad	D	9	9	ab	30	60	30		E	D	D	C	D	D	D
Student V.....		1.17	183	Ad	A	10	10	11	9	27	59	30	D	B	B	C	C	D	B
Student W.....		1.	157	Ad	D	11	9	9	8	-4	57	32	D	E	E	D	C	D	E
Student X.....						10	10	10	10	26	46	17	E	D	E	D	D	D	D
Standards						9.5	9.5	9.5	9.5	46	30	30							

Ad—Adult.

* Reading test translated into regular school grades.

A—Excellent.

B—Good.

C—Fair.

D—Marginal but passing.

E—F—Failure.

Equalizing Marks.

Another problem of promotion which vexes many principals is that of finding a method of bringing about a more common ground from the present variable standards employed in any teaching group. One method, and a very excellent method, of doing this is a consideration of the distribution of marks given by the individual teachers in the force. Perhaps the distribution of marks has been overdone, but there are certainly many advantages from such a study. I recently made a study of the distribution of marks in the system in which I am employed and as a result I formulated sixteen distinct problems relating to promotion, which if answered by the teachers, could not help but bring about a better standard. Of these sixteen

variation in grades over short periods of time, for instance one month? During October, teacher B gave 1300 per cent more A's (excellent) and at the same time 500 per cent more F's (failure) than during September, and these to the same group of pupils. Is it possible that the ability of the same group of pupils to do work in a given subject is going to change so radically in such a short period as one month?

III. Few, indeed, are the school systems which do not have some teachers, teaching subjects they are not well qualified to teach. The third problem arose in connection with teacher C, who was teaching two subjects, German, which she was well qualified to teach, and English, in which she was not so well qualified. In one month she gave 3200 per cent more A's in

German than in English, and during the same month 800 per cent more F's in English than in German. Now, if it is a fact that pupils are being retarded because of the dislike of a teacher for her subject, or because of a teacher's lack of ability to teach that subject, as these results would seem to indicate, it is a thing which all schoolmen and boards of education should set themselves squarely against, this fact of substituting teachers in courses for which they are not qualified.

Principal's Duty Is Supervisory.

These are only three of the problems of promotion which presented themselves as a result of my study, but they are typical of the thing that can be done by the principal in considering distribution scores. Their real value, however, comes in bringing them to the attention of teachers and getting the reactions of the teaching force to the problems presented.

So I believe that the high school principal's duty in promotion is indirect, thru suggestion, constructive criticism, leadership in teachers' meetings, formulating new methods, and judging by results as evidenced in the two examples I have pointed out, the use of standard tests and distribution of marks.

But, more important still, I believe it is the fundamental duty of the classroom teacher to bring to bear other standards than her own in promotion, and when such standards are brought to bear, her recommendation should be accepted and upon her recommendation, the pupil should be promoted or retarded.

RECOMMENDATIONS OF PENNSYLVANIA SUPERINTENDENTS.

The Department of District Superintendents of Pennsylvania, at their recent round-table meeting at Harrisburg, adopted a report of the special committee of five, covering a brief summary of the conclusions reached.

The committee urged upon superintendents of the state the advisability of organizing zone meetings at various times during the year, for the purpose of discussing local problems and of directing the educational sentiment of the district.

The committee also approved the suggestion of a single executive in charge of large school districts, the same as in large business concerns. The chief executive should be the superintendent and his legal status should be clearly defined by legislative enactment.

It was urged that careful attention be given to the planning of elementary schools, especially the so-called one-story type of construction. It was pointed out that the high cost of heating and ventilating apparatus for these schools, as well as the difficulties of securing efficient operation are disadvantages which must be overcome. It was asked that some attention be given to the consideration of unit systems of heating and ventilation.

The value of state and national reports and the necessity for submitting the same were recognized. It was recommended that the reports be simplified wherever possible and that a reasonable uniformity in the items required be maintained by the several bureaus of the state education department, as well as by the U. S. Bureau of Education. In the direction of added helpfulness to superintendents, it was urged that sample summary sheets be furnished by the department asking the report, for the collection of data from principal, supervisor and teacher. All requests for reports should be made thru the superintendent of schools.

It was recommended that the state department make a thorough survey of conditions in districts which are unable or unwilling, to finance their schools adequately, to the end that state funds may be distributed generously to sections which have reached the limit of contribution. Such funds should be withheld from districts which can, but will not, furnish the needed facilities. The state, it was pointed out, should materially increase its contributions for education and funds so furnished ought to be equitably distributed to aid those districts whose need is greatest.

The compulsory attendance law, it was pointed out, should be strictly enforced. The compul-

(Concluded on Page 114)



The Comprehensive School vs. the Building Shortage

William B. Ittner, A. I. A., St. Louis, Mo.



There is a school building shortage in the country. In some states the shortage is more acute than in others. Of course, there has always been a lack of school accommodations in our larger cities, but now there is an accumulated shortage of buildings and seats. It is estimated that there is a shortage of three and one-half to five million seatings. Consequently, undesirable quarters are used for the housing of school children in many places. Large numbers of children have also become victims of part-time devices.

The Causes.

The causes of the unusual building and seating shortage are not difficult to find. There were: (1) The temporary cessation of school building during the war. (2) The continuation of excessive building costs and the low market for school bonds. (3) Increased enrollments during recent years have added new problems in housing and (4) changes in educational thought and practice have created new demands in school building. The two causes with which we are chiefly concerned are the continuation of excessive costs and the demand for new facilities such as complete physical educational quarters, additional workshops, libraries and auditoriums.

The Excessive Building Costs.

An acceleration of school building operations was naturally expected after the war and after the removal of the building restriction. But such a situation did not develop. Building operations have not been up to normal. The reason, of course, has been the excessive costs of material and labor. It was possible during the pre-war period to erect school buildings from fifteen to twenty cents a cubic foot in the central section and from eighteen to 25 cents per cubic foot in the eastern section of the country. These costs have risen steadily to the point where 35 to 40 cents per cubic foot has been the average in the central section, while 50 to 60 cents has not been uncommon in the eastern section of the country. This meant that appropriations had to be considerably increased to erect school buildings of a given capacity over the pre-war prices. Therefore, up until the last few months the tendency on the part of boards of education has been to postpone and delay school building.

Present Tendency in Building Costs.

A careful study of the building situation throughout the country indicates that the crest of high prices has been reached and that by the middle of 1921 building costs will have reached the level which may be taken as the normal cost of buildings for some time to come. There is no assurance, however, that this new cost will reach a level approximating that which prevailed under pre-war conditions. While there is unmistakable evidence that the present high cost

cannot and will not be maintained, there are no reliable data on which to base an estimate as to how far prices will recede in establishing new levels of cost for the year 1921. Authorities agree that the three conditions which might bring about further reductions in building costs are (a) reduction in building demands, (b) a reduction in wages, and (c) a reduction in the cost of building materials.

Building Demands. A reduction in the demand for additional building is highly improbable. According to competent authorities there is a shortage of all classes of buildings, which under prevailing prices may be estimated at not less than two billion dollars. There is no prospect of eliminating this shortage in the immediate future. In fact, at the present rate of building, we are making no progress whatever toward making up any shortage. Instead, we are actually behind normal yearly requirements. There is little reason to expect lower prices thru a decrease in building operations and demands.

Wages. Altho it is generally conceded that wages paid to labor will be reduced to a certain extent, there is no reason to believe that they will be reduced to the scale that prevailed prior to the war. New levels will undoubtedly be reached and many changes are already in process. The principal benefit to be derived, however, will not come thru the reduction of the wages paid but thru the increased production of the individual workers. Fortunately, this is already well in evidence.

Building Materials. The hope for any reduction in the cost of building materials rests largely on the hope for a reduction in wages for the reason that every dollar spent for brick, cement, steel and other materials which go into the building, from 80 to 90 per cent goes back to labor in the manufacture and transportation of the building materials. Until wages go down, therefore, or the efficiency of labor is further increased, it is not reasonable to expect any substantial reduction in the price of building materials.

Increased Enrollments in City Schools.

The shifting of population from rural communities to urban centers during recent years has added tremendously to the housing and seating problems of the city schools. Less than a half century ago the ratio of population between city and country was approximately 40 to 60. Now the urban population exceeds the rural. The centralization of industry, and the lure of high wages during the periods of extraordinary demands for labor are undoubtedly the chief causes of this shift in population.

Demands for Richer Facilities.

Curricular activities both in elementary and secondary schools are expanding and becoming more diversified. Educational thought and practice are changing owing to the realization of the inadequacy of the traditional school to

meet the demands of present-day society. For instance, there is a greater demand for adequate physical education quarters than ever before. These quarters include gymnasiums, baths, clinics and open-air play quarters. All of these naturally add to the cubical content and cost of school buildings. Demands for vocational and pre-vocational quarters are increasing. Shops are becoming more numerous. The recognition of the intimate connection between the brain and the hand and the need for training in some form of manual skill have provided the necessary stimuli. Undoubtedly, workshops and gymnasiums are necessary in schools that aim to give its students a balanced school life. But unless these quarters can be used as continuously as classrooms, they become very costly additions to school buildings.

Auditoriums are desired for practically all schools. Visual instruction and community uses of schools have probably been strong factors in stimulating a demand for auditoriums. At any rate, auditoriums are wanted, and these range in size from one-sixth to one-third of the cubical content of the entire building.

Factors in a Solution.

The chief factor in a solution to the present school building shortage, as well as all other building shortage, is a reduction of costs. There has been a slight reduction. As stated before, a new level of prices is expected during the present year. But we have absolutely no assurance that the new levels will in any sort of way approximate pre-war prices. When prices have soared from an average cost of twenty cents a cubic foot to 50 cents, then a drop of 25 to 30 per cent will not affect any marked reduction. The extent of further cost reduction is a matter of uncertainty. Is it not a point of wisdom, then, to seek other factors for increasing school accommodations? Surely one of these factors is an elimination of waste space in buildings and another, the maximum and multiple use of all instructional facilities.

Elimination of Waste Space.

We all know that there has been much waste in the school buildings of the past due to poor planning and lack of understanding of changes in educational policies and demands on the part of school architects. The report of the investigations by the Committee on Standardization reveal this condition, and anyone who will take the trouble to examine school buildings will soon be convinced of the tremendous waste in space.

Standardization and Building Efficiency.

Standardization of plans is not the only method of reducing waste. It is one method, to be sure, but not a panacea for all ills. A school building may measure up to standard requirements in instructional floor space. Such a building, however, may be educationally inefficient on account of the lack of the proper balance between its various instructional quarters,

making it impossible to organize the school's activities to bring about maximum use of all space. A balanced relationship of the various diversified quarters within the building is fully as important as the measurement of floor space. For instance, a definite relationship should exist between traditional classroom, recreational and physical education quarters, auditoriums, shops and laboratories. But this relationship will naturally vary in different communities on account of local school needs and desires. In industrial centers there is usually a greater emphasis on prevocational and vocational activities than in aristocratic suburban cities, pleasure and health resorts and other types of cities. In fact, vocational demands, as well as other types of educational demands, will vary even within a single large city.

This is a matter which cannot be standardized. The relationship between academic rooms and special quarters is not a fixed quantity. It will constitute an individual problem with every school. Standardization of schoolhouse planning has its place, but the present tendency is to overestimate its value. When school authorities know what facilities they desire in their school buildings, and can give a definite idea as to the plan of operation of class groups among these facilities, then an architect can plan with intelligent care, so that the building plan will harmonize with the plan of organization and operation. This is the main-spring of efficient school planning to the experienced school architect and will automatically reduce waste space. No standardization will ever take the place of an analysis of local problems, needs and desires. If limited to lighting, heating, size of classrooms, corridors, toilets, stairways, accessories and construction, it will serve as a check against extravagance. Much farther than that, however, it cannot successfully go.

The efficient planning of buildings so that maximum and multiple use is made possible and non-instructional space reduced to a minimum is a matter for which the school planner is responsible. But the administrative devices by means of which all space is utilized to the utmost is a matter for which the school administrator is responsible. Therefore, in the planning of schools there is urgent need for the architect and the school administrator to work together. The architect is not responsible for all waste in school building space. I have seen buildings efficiently planned and constructed in which there has been just as much waste as in poorly planned buildings. Surely the school architect could not be blamed for waste due to inefficient organization and operation of the school. The inability of the superintendent to see the possibilities of his school plant is a common cause for waste in school building space. It is my opinion that skillful administration which will eliminate all instructional waste space in school plants by skillful operation is as essential a factor in solving the school housing problem as the reduction of non-instructional space by the architect.

All instructional facilities in the school building should count definitely in the housing of students. This can best be explained by an illustration: Four years ago a school building was planned to accommodate 64 classes, with an enrollment of 2,500 pupils. Only thirty classrooms were provided. The gymnasium, the open-air quarters, the auditorium, the workshops, the library, the laboratories and other special quarters served definitely in the housing of the other 36 classes, as well as for their own specific purposes. The clever and ingenious administrative devices whereby all children were given a balanced school day of work, study and recreation acted effectively as a regulator in curbing unnecessary extravagance in the building. Maxi-

mum housing was thus accomplished, and more than that, maximum educational opportunities were realized.

Now, ordinarily, about twice the number of classrooms mentioned above would have been considered necessary. Then if the other rich facilities would have been desired, from 30 to 40 per cent would be added to the cubical content of the building. The per capita cost of school buildings would be cut considerably if these matters were given serious consideration by all superintendents and boards of education.

Centralization and Building Efficiency.

Finally, the matter of centralization affects building economies. A school building in everybody's yard is scarcely possible now. Altho distances must be considered and reasonable ones established, this matter should not carry the weight it usually does. If children, by a longer walk, can work and study amid wholesome and pleasing environments and rich educational opportunities, then surely a small sacrifice is worth while. By far the most successful schools, as far as buildings are concerned, are the larger units. It is reasonable to believe that if a large number of small schools are to be provided with the rich facilities desired for present-day education, desirable building economies cannot be effected.

In large, centralized schools, facilities can be planned and equipped for their particular uses. For example, an auditorium is an auditorium and serves the specific purposes for which it is built. It can then be constructed with a sloping floor, balcony or amphi theatre arrangement of seats, and equipped with stationary and permanent opera chairs. It can have a proper stage with full stage equipment. The interior finish, the lighting, the ventilating may all be adjusted to suit auditorium purposes. Permanent visual instruction with all the approved methods for safety can be properly installed. It is far simpler for an architect to plan a real auditorium than one which is to serve also as a makeshift gymnasium. And in the end it is more economical when all things are considered.

It is far better to plan gymnasiums for boys and girls, than to try to make one gymnasium do for both sexes, or try to make an auditorium serve gymnasium purposes. In the larger schools two gymnasiums are necessary, if daily physical

education activities are desired. These can then be planned and equipped efficiently and completely with adequate showers and dressing rooms, and located so as to correlate with the out-of-door play quarters. Maximum use of these physical education and recreation quarters can be obtained without using them for extraneous purposes.

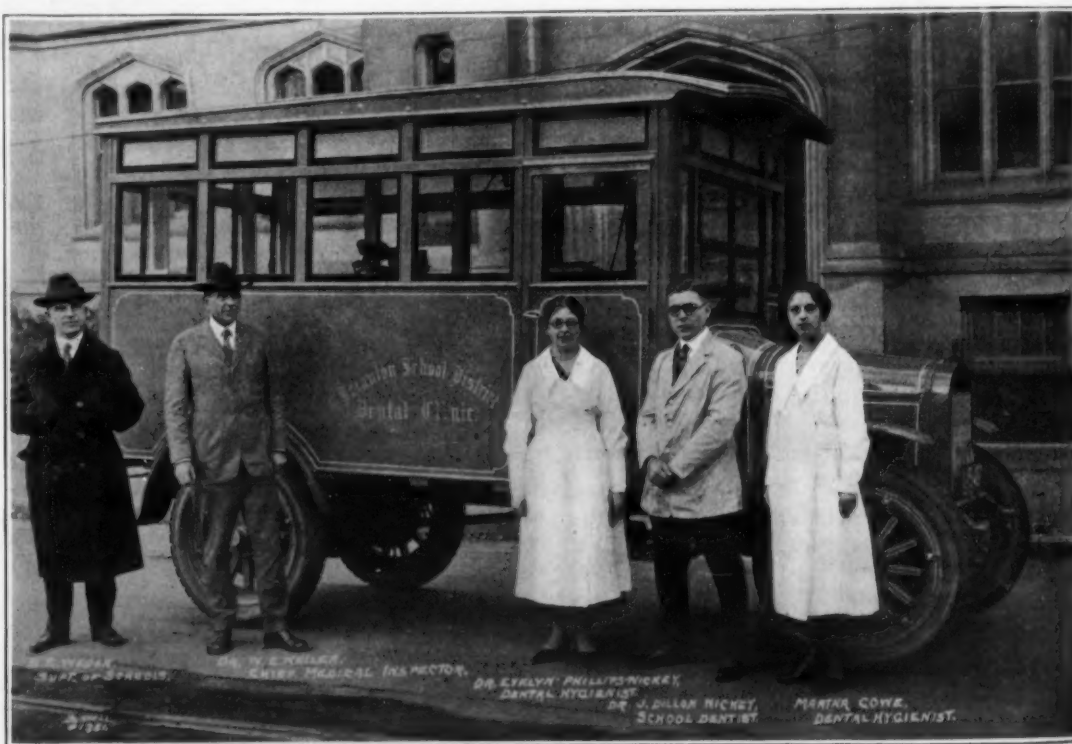
It is possible to use one laboratory for the teaching of several closely related sciences, and one shop for several closely related motor activities. It is also possible to use a school library for a study room. But to try and make an auditorium do for both assembly and gymnasium purposes, to make the gymnasium do for corridors and vice versa is a practice that is never satisfactory educationally and rarely economical. It is a practice that should be discouraged and discontinued. Schools can secure all the necessary maximum and multiple uses without resorting to makeshifts if school authorities will but exercise sufficient foresight and if buildings are efficiently planned and operated.

A matter which should be mentioned before closing, because it is important in the building of schools, is adequate site. An inadequate site would preclude playground, garden and planting spaces and a number of rich educational opportunities. Adequate play space, if properly used, ought to cause a reduction in the indoor space. Therefore, it should not be sacrificed. The adequate sites also add materially to the success of the building, its setting, lighting and sanitation.

Summary.

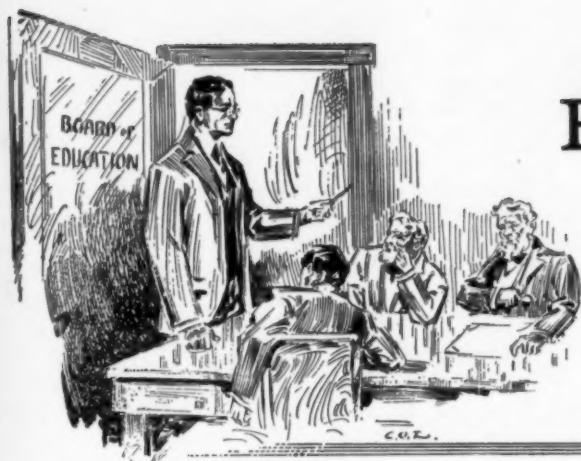
Efficiency in school building then means the reduction of all non-instructional space to a minimum. It also means the use of all work, study and recreational quarters all of the time. Architects can plan buildings so that maximum use is made possible and multiple use suggested. After that, however, school administrators must see to it that the building service approximates one hundred per cent.

Since the matter of cost reduction concerning both labor and construction material cannot be counted on with any degree of certainty, the immediate solution of the present school building situation must be found in more efficiently planned buildings and in more skillful organization and administration of our schools.



SCHOOL DENTAL CLINIC, SCRANTON, PA.

This truck carries a complete dental office and is served by the School Dentist and the two dental hygienists as assistants. It reaches every school in Scranton at regular intervals and has been found efficient and economical.



Financing Borough Schools

William T. Harris, Secretary of the School Board
Nanticoke, Pa.

A successful commander in a recent war, when asked to name what he considered the three essentials for prosecuting and winning a successful war, said, "The first essential is money, the second is money, and the third is still more money." Our schools have a similar problem to solve, and no matter whether we have come from a large, populous, wealthy district or from one of the small, mountainous districts, where homes are few and far apart, we have at this time a common problem to solve and one that we will all admit is a difficult one. For we are brought face to face with the perplexing situation of trying to meet the new demands of the times, to keep abreast with the progressive movements of these days, so that we may adequately meet the current needs of our respective school districts from a source of revenue which never was adequate and which today is so entirely insufficient that we directors are often compelled to admit that we cannot carry out a progressive program for the want of money.

Our people have too long prided themselves on their imaginary generosity toward education, but their contributions have been so pitifully small and their payments of taxes so grudgingly made, that there is scarcely a town or city where the teachers are able to accommodate the enrollment adequately. Superintendents and directors of educational activities have been making the most earnest requests for proper equipment and adequate supplies, and to their prayers our only answer has been, "You must wait until we can find the money."

Neither the state nor the nation as a whole has ever paid proper heed to the needs of its schools. The nation that pays its school teachers an average wage less than that paid the street sweepers of New York City, the state which allows one of its most populous cities to pay its teachers an average wage of less than half the amount that is paid in the same city to the man who feeds the monkeys in the zoo, can hardly be said to have an exaggerated appreciation of the value of its schools. We need a revival, a deep and thorough awakening of our responsibilities. It is our first business, gentlemen, to create in our districts a new sentiment for our schools. We must lead our people to see that the schools are no longer the second line of national defense, but they are the first line of defense. Upon the stability of that line depends the safety of the present generation and the happiness of our posterity. Our people must be taught to feel that every dollar paid in school taxes is a dollar invested in present happiness and future security. When we truly realize this truth we will not speak of paying taxes, but of making an investment. Every dollar paid into a school treasury is a dollar invested in social good, and had our national government invested more in its schools during the last two decades,

it would have needed less when the days of stress were on us. So I repeat, fellow school directors, our first duty when we return home is to create a sentiment which will demand an adequate support for our schools. Let us repeat over and over, that the schools are a most important asset and that we must see to it that there shall be a sufficient capital invested to keep the schools away from any fear of bankruptcy.

During the recent years, the Commonwealth of Pennsylvania has given larger and larger sums of money for the support of public education, but munificent as these sums have been, they have not been adequate for the support of our schools. They have not kept pace with our increasing school population nor with the needs of the schools; they are lagging behind and have thrown heavier and heavier burdens upon the local districts which have been compelled to raise by additional taxation the money that the state failed to grant. Will you notice how decidedly the state has fallen in its appropriation to our school districts? In the past eight years, the amounts paid per pupil and per teacher out of the general appropriations are as follows:

Year	Quota Per Pupil	Quota Per Teacher
1913.....	\$1.90	\$75.46
1914.....	1.85	72.40
1915.....	1.77	69.40
1916.....	1.69	65.90
1917.....	1.66	63.60
1918.....	1.50	57.50
1919.....	1.45	57.00
1920.....	1.30	50.00

That is, while prices for all sorts of school commodities have increased during the period over one hundred per cent, the state has reduced its appropriate per teacher or per pupil about 33 per cent. During these years the state should have been increasing its appropriation, and it is to the discredit of the members of former legislatures who permitted the schools to suffer rather than place a proper tax upon unscrupulous and selfish persons whose only ambition is to amass great fortunes.

Preparing a Budget.

At the educational conference held for school directors at State College last July, one of the resolutions adopted by the directors in that conference was that there should be a budget prepared for every third and fourth-class school district and that the county superintendent or the district superintendent should in all cases be a member of the budget making commission for the district. No more important recommendation could have been made by that convention, and no director is ever assigned a more important duty than that of helping to make a budget for his schools. It is so important that it should be undertaken only after the most careful thought and the most searching investigation of the needs of the school district.

When it comes to budget making, then the school director must realize that there is nothing in his oath of office which directs him to save money for his district, or for the corporations

which may have excessive political power in his district. He is not on the school board to see how much money he can cut out of the budget, nor how he can reduce the millage of last year. Hundreds of school districts in the state of Pennsylvania have been crippled and their school progress so retarded by boards of directors whose sole ambition was to report that they were saving the taxpayer money, that Pennsylvania has been on the decline for 25 years until at the present time we take our place with shame at the 21st place instead of the first place.

When the time comes to form the budget, the committee appointed for this purpose should sit down with their superintendent and carefully consider the needs of the school. This will be the hardest part of their task. Then the question before them must be not *how little* will carry us thru, but *how much is necessary*. We do not recommend extravagance; we believe in economy, but it must be a reasonable economy, and the committee must very painstakingly consider every item in the proposed costs of the schools. This will necessitate its knowing how many pupils it must take care of the following year, and what provisions it has for taking care of them. To do this satisfactorily, there should be a careful survey of the school population as revealed in the records of the enumeration of the school census and also from the registers of birth. Overcrowded conditions in schools might be avoided if the item for new school buildings were carefully discussed and an intelligent answer given. In a similar manner every item on the budget should be canvassed, and in passing we might say that the items on the budget should now conform to the standard form of accounts prepared by the Department of Public Instruction.

Securing a Proper and Sufficient Assessment.

The school director who desires to avoid work and who prefers to shift responsibility to other people will say that he has nothing to do with making the assessment. Technically he is correct; morally he is wrong. As a member of the school board whose income will depend upon the kind of assessment made it is his duty to see that the assessment be just, equitable and sufficient. The teachers in many districts in the state are underpaid. Schools are overcrowded because of unfair assessment. To remedy this matter it may be necessary to change the manner of assessment so that a child in district No. 1 may have the same privileges and opportunities as a child living in district 31. Children do not have equal opportunities in Pennsylvania schools; their advantages depend upon the location and not on citizenship; they are fortunate if they chance to be born in Parkersburg, where there is a valuation of \$1,000,000 back of each teacher, but less fortunate if they happen to live in Franklin township, where the assessed valuation is only \$3,000 per teacher. These two districts are in the same county and the fact that the children of the one

district have three hundred times as much wealth to support them as in the other, calls attention to the fact that the assessments are neither just to the children nor equitable, and cannot afford equal opportunities to every one. Further, the percent of assessment of the real valuation varies almost as widely. In a certain county it has been discovered that the school districts have variation in the percent of assessments to the real value of the property as follows:

- 6 have from 90 to 99% of the real value.
- 14 have from 80 to 89% of the real value.
- 32 have from 70 to 79% of the real value.
- 16 have from 60 to 69% of the real value.
- 3 have from 50 to 59% of the real value.
- 1 has an assessment of only 30%.

Are the school directors responsible for allowing this unjust condition to exist in their school districts? No matter what answer you make as to the past, you will surely admit that in the future school directors must take an intelligent view of the question of assessments and see that enough money is provided to run the school properly.

Placing a Proper Millage.

In many places, this will be the most unpleasant part of the school director's responsibility. Tax-paying has never been a popular form of amusement, and many a conscientious school director will hesitate to increase the taxes in his district. He fears the censure of his neighbors more than the cries of the teachers. Let teachers and pupils suffer rather than offend Mr. K. L. M., the wealthy and influential, but miserly taxpayer. What is the remedy? First a carefully prepared budget, and a wisely adjusted assessment. When these have been completed, they should be given the widest possible publicity. It is the people's money that will be spent, and they should know why the expenditure is necessary. If the budget contains an item for recreational activities, and it should, the public should be educated to see that every dollar expended is a dollar wisely invested. In a similar manner, items for increased teachers' salaries, an enlarged building program, medical relief, etc., etc., need to be thoroly understood, for when they are understood and viewed from the proper angle all criticism worthy the name will disappear. Publicity is a splendid panacea for our fears. The great war has taught us that our people will tax themselves any amount for a cause which they believe to be a worthy one. They contributed millions of dollars to support the Red Cross and similar activities, they paid unheard of taxes to the national government, when they realized that their money should be expended properly. They will be just as happy to pay increased taxes for improved school facilities when our school directors are wise enough to furnish them with the proper information before our final action is taken. It is the surprise and the uncertainty that hurts. As school directors who have taken an oath to perform every duty pertaining to our office, we must face this duty in financing our schools unflinchingly and lay each year a millage sufficiently high to provide our schools with enough money to keep them at their maximum efficiency. When our millage is placed, it must be sufficient to pay proper teachers' wages, to purchase sufficient books and supplies, to provide comfortable and sanitary school accommodations, and to procure the miscellaneous necessities without which our schools cannot realize those fullest possibilities. In financing our schools we lay especial stress upon this duty of every school director.

Adequate System of Collecting School Taxes.

This item is probably of less importance than the previous ones, and yet it is too important to neglect, for it has been ascertained that the amount of money assessed for taxes and uncol-

lected runs into hundreds of thousands of dollars in our state. Personal taxes are frequently difficult to collect and tax collectors are prone to trust to the generosity and laxness of exoneration committees. In many instances it is impossible to collect these personal taxes on account of the inability of the tax collector to locate the person named in the tax duplicate, but the fact is nevertheless true, that whenever the school board insists upon the collection of the personal taxes, and is willing to assist the tax collector in locating the delinquent taxpayer, that large sums of money can be recovered for the use of the school districts. Exoneration lists should be supervised carefully. No item should be taken for granted. The law concerning the exoneration from payment of taxes should be observed with extreme care, and the section of the school code providing that the tax collector shall settle his duplicate at stated time, should be observed without any exception. It is one of the best laws on our statute books and is a protection to the tax collector as well as to the members of the school board. There is no necessity for additional laws to provide for more adequate collection of school taxes, but there does exist in many localities a crying need for a stricter enforcement of the laws as they now are. A proper assessment or valuation of properties for taxation, an adequate millage, and a fearless, impartial tax collector will solve the financial problem of most school districts.

The State Appropriation.

There is but one phase more of this matter which I care to mention at this time. This is a matter beyond the control of the school boards at the present time, yet it very definitely affects the financial condition of our school districts. I am now referring to the long period of time which elapses between the time when an appropriation from the state is due a district and the time when it is actually received. The Commonwealth of Pennsylvania is one of the slowest paying of debtors. It never thinks of paying an obligation when due, but rather seems to try to see how long it can defer payment of its obligations.

For example, we have taken particular care to see that all of our state reports should be sent in to the department of public instruction at the proper time. Upon inquiry we learned that they were approved by the department and an order was drawn on the state treasurer for our share of the appropriation. Up to this date it has not been paid. Our district has lost the use of over \$20,000 for eight months. Before our taxes were received in October, it was necessary for us to borrow money from the banks, paying six per cent interest. We have experienced the same difficulty in getting the moneys due us on the Woodruff appropriation. Again the state treasurer has held up our vouchers from six to eight months. Thru withholding the various appropriations due our district from six to eight months after they were due, the Commonwealth of Pennsylvania has not only unnecessarily embarrassed the school districts of the state, but has caused our district to lose almost \$1,800 in interest. When all of the school districts of the state are considered, their total loss will exceed \$200,000, surely no mean sum when the educational needs of our schools are so pressing.

We feel that these are a few of the elements which enter into the problem of financing our schools. We must realize that we are in a progressive age. The airship has supplanted the stage-coach, and the electric light has eclipsed the tallow dip of our forefathers. The problems of yesterday were difficult; those of tomorrow will be harder to solve. Increased efficiency means smaller classes, better equipment, better prepared teachers, and these will all cost more money. The former cost of education per pupil will soon be doubled and trebled, but it will be worth while. The schools now closed for lack of teachers because of inadequate salaries will be reopened; the educational opportunities of the state will be equalized so that there will be no distinction between the rich child and the poor child, between the rural child and the city child, or between the children of the mountains and those of the plain—all are created equal and each and all are entitled to equal educational opportunities.

TAPS

By the Old-Fashioned School Master

Perhaps I am old-fashioned, perhaps I am an old fossil altho young in years, perhaps one in my position ought not to get married and be raising two children. Whatever I am, I must confess I love my home, I like my community.

I am superintendent of a village school in a town of about 2,000 people. I realize it is not a brilliant position, neither is the salary a princely one. I have sufficient faith in myself to know that I could get out and command something better. Why not do it?

As I said before, I am a home loving sort of individual. That, of course, is not exceptional. But I also like the community in which I live. That also is not exceptional. I could get to like another community just as well. I suppose I like it because I live in it.

My school work is heavy. I have to decide the amount of sweeping to be done daily, the number of floor scrubblings and window cleanings during the year and what dress I consider too extreme for a teacher to wear. Everything that goes in between makes up the day's work. Committee meetings and regular meetings of civic organizations form a side line. I am not liked by everybody. There are some who would do things differently.

I believe my board has confidence in me. At least I have all the power I want and need. The

board stands back of me. Each member gets the SCHOOL BOARD JOURNAL, a gift from the superintendent. Do they read it? I don't know. They have never said. I believe they do, for they act progressive and show themselves progressive.

I know nearly everybody in town. More know me. I am a member of my church. My children know the other children. My wife takes part in the social life of the community. I feel as tho I belonged, as one of the townspeople.

Should I seek some other superintendency? A position with more pay? Why should I tear my family out from its present associations and start forming new ones? And perhaps, in a few years do the same thing over again? Why can't a superintendent take root like the other substantial people of the community? I want to take root. If I can't do it as a school superintendent, I'll turn to something else. You say I have no ambition. I do want to rise in my profession. But to do it by transplanting one's self and family every so often is, I believe, too big a price to pay. Who knows where I would make my last stand? I want to live and also let my family live. I want to be somebody in the community. I don't care to be a transient.

Why should I build up a school and then perhaps go and do it all over again somewhere else?

(Concluded on Page 113)

SUPERVISED STUDY

E. D. Philips, Principal Grant School, Wilkes-Barre, Pa.

One of the newest terms in education is "supervised study." In fact it is not more than seven or eight years of age. Monroe, in his encyclopedia of education, published in 1912, does not mention it. Yet this is a most comprehensive production. Very few, if any, educational books published before 1914 use the term. The earliest use of it in the magazines, consulted in research preparatory to writing this paper, was in 1912 or 1913.

Is Supervised Study Needed?

That the results obtained by the present methods of classroom procedure are only mediocre, that the individual is largely neglected, retarded and eliminated by it, that many of the teachers devote most of the recitation period to testing rather than to training, to the repeating of memorized facts rather than to the development of reflective thinking, that children do not know how to study, that poor study habits are developed by the present method of home study, that many pupils do not prepare their work at all at home, that in many cases home conditions are not conducive to study, that certain studies by their very nature require skilled supervision if worth-while results are to be obtained, that knowledge of facts, cold storage knowledge, and not the acquiring of the power to do is what constitutes the major portion of our so-called education at present, all these and many other weaknesses have been patent to educators for many years. But, except for learnedly discussing them in educational meetings and then ignoring them until the next meeting, the leaders have not done much to rectify the mistakes they so eloquently proclaimed to those who listened. Search¹ in Pueblo, Colo., who stressed the individual during his entire school life, and Kennedy² at Batavia, N. Y., are notable exceptions. They tried to do what others merely talked about.

Dr. Julius Sachs in "American Secondary Schools" said "Our children need to be trained how to study, but such training is not afforded in the study periods of our high schools." Bagley in "Classroom Management" touched upon the matter incidentally in several chapters. But the first real worth-while books to focus the attention of the educational world upon the all-important topic of "How to Study" were Miss Lida B. Earhart's "Teaching Children How to Study" and Dr. Frank McMurtry's "How to Study," both published in 1909. Both these books are devoted entirely to the supreme importance of the necessity for and value of real study habits and of training pupils in correct habits of study. They have aroused the whole educational world and made it realize, as never before, that this most important phase of real education, the very foundation of it, has been sadly neglected.

What Supervised Study Really Means.

As a result we find the term "supervised study" everywhere in educational literature. But a perusal of books and periodical literature on the subject indicates no uniformity of opinion as to what constitutes "supervised study." From such reading it also appears that some are putting the cart before the horse. They speak glibly of supervised study, but say nothing of teaching pupils how to study. To supervise any work we must first have people skilled in that work. Pupils do not know how to study. Hence

before we can supervise study we must teach pupils how to study. In other words teaching how to study must either precede or go hand-in-hand with the supervision of study. Therefore "directed learning" would seem to be a more appropriate term than "supervised study." Indeed a very important part of the problem is to know just what we are talking about.

What, then, is supervised study? If it means that the teacher is to be a mere policeman or overseer of work, it is easy. But, if it means skill in directing the study process and the learning process, the difficulty is at once apparent. Hall-Quest's "Supervised Study" and Miss Mabel Simpson's "Supervised Study in American History" are veritable mines of information on the subject. In the preface to Hall-Quest's book we find: "Supervised study is that method of instruction by means of which the teacher so presents the subject matter in hand that every pupil is given an adequate opportunity to understand and master the various problems." "Supervised study is an elaborate assignment." "Supervised study is concerned not so much with hearing lessons as with learning lessons." G. L. Harris of the school of education of the University of Chicago says: "Supervised study is the directed school activity which has grown out of the recognition of the fact that there are individual differences in pupils." "Supervised study is studying with the child not for the child, thinking with him not for him," presuming, of course, that he has in a measure, at least, learned how to study. To the writer, "supervised study" or "directed learning" means a combination of three things: teaching how to study, properly assigning the lesson, and then supervising the work of each pupil as he attempts to master the assignment at his seat.

Advantages of Supervised Study.⁴

The advantages of supervised study may be grouped under three heads:

1. To the pupil:

- a. Develops initiative and concentration.
- b. Economizes time.
- c. Provides closer contact with the teacher.
- d. Prevents retardation of the brightest.
- e. Encourages the dull.
- f. Eliminates part or all of home study.
- g. Provides an atmosphere of study.
- h. Increases independent working of bright pupils.
- i. Spurs the plodder.
- j. Helps adapt the work to individuals.
- k. Gets things correctly the first time.
- l. Gives help when needed.
- m. Bright students may earn extra credits by home work.
- n. Bright students have more time for library work.
- o. Gives more leisure time at home to develop the social side of life.

2. To the teacher:

- a. Reveals the dull pupils.
- b. Shows how fast pupils can work.
- c. Calls the bluff of pupils.
- d. Provides closer contact with pupils.
- e. Compels teacher to put thought and effort on the much neglected problem of study.
- f. Gives opportunity to teach how to study.
- g. Eliminates much outside work.

3. To the school:

- a. May be tried by one teacher.
- b. Does not affect present organization.
- c. Makes recitation more effective.
- d. It interests the best by making it more than a mere recitation.
- e. Makes the school more democratic.
- f. Adds no expense to the school.
- g. Makes total expenditure less by reducing retardation.
- h. Improves discipline.
- i. Improves scholarship.
- j. Reduces elimination.
- k. Compels all pupils to prepare at least part of the lesson.

Disadvantages.⁵

The disadvantages that the plan seems to have may be grouped as follows:

1. Some teachers do not know how to teach pupils how to study.

Answer: This is true, but they may learn how. There is plenty of good material which, if properly studied, will gradually result in the acquisition of the skill needed.

2. Some teachers will use the entire period for rest or recitation.

Answer: It is part of the principal's job to see to it that this does not happen. The fact that it occurs is not a valid objection to supervised study but is evidence that the principal is incompetent or neglecting his work.

3. Eliminating the recitation does away with competition.

Answer. The mere recital of what has been learned is a waste of time. There will always be plenty of drills and reviews of one kind or another.

4. Lack of proper technique on the part of the teacher.

Answer: This is a real disadvantage, but a skillful teacher will gradually develop a technique. Some already have it to a certain degree.

5. Some teachers are not in sympathy with the idea.

Answer: This is usually for one of two reasons: 1. Fear that it will entail extra work. 2. A feeling that her own method of teaching cannot be improved upon. Teachers of each of these types should be given sufficient time to fall in line. If they fail to do so, their resignations should be requested. The schools are for the children, not the teachers. Those who insist on and persist in obstructing progress have no right to be retained in the profession.

6. It will make pupils too dependent.

Answer: This is an apparent not a real disadvantage. It shows rather the abuse than the proper use of supervised study. Under competent supervision this will not occur.

Problem of Introducing Supervised Study.

This is the point where skill is requisite.⁶ Unless considerable ingenuity, diplomacy and executive ability are used, here is where a principal will fail. Any improvement in education should be by evolution, not revolution. First of all, the community and teachers must be educated to it. The plan best suited to local conditions should be selected and the people made acquainted with the reasons for and value of the change. The same thing should be done in the

¹Kennedy, J.—Batavia Plan—Elementary School Journal, XII:449-50.

²Search, P. W.—The Pueblo Plan—Educational Review, VII:154-70.

³Ross, C.—"Problem of Supervised Study."—Pa. S. E. A. 1918:215-22.

⁴See School Review 23:489-90; 24:735-45 & 752-58; 25:398-411; 26:259-72; 27:90-100.

Education, 38:117-20 and 385-87; 39:158-64.

⁵Ross, C. supra.—Mason, W. L.—"New System of Supervised Study."—Educa. 38:117-20. Willet, G. W.—"Supervised Study in High School"—School Review 26:259-72.

⁶Ross, C. supra. Hall-Quest—"How To Introduce Supervised Study."—School Review 27:337-40.

Burr, A. W.—"Directed Study."—School Review 27:90-100.

case of the teachers. Then the introduction should be gradual. One or two of the best teachers, in sympathy with the movement, should be selected to inaugurate the change. Another thing to be considered is the class period. This will have to be longer. Periods from sixty to ninety minutes in length are being used. The sixty-minute period is by far the favorite and seems to be the most advantageous. Another and very important part of the problem will be the classification of the pupils. There should be a division of each class into at least three groups—those of maximum, average and inferior ability—with great flexibility for frequent change of individuals from group to group. A failure to do this will defeat one of the big purposes of supervised study, namely, to reach every individual pupil and enable him to develop to the greatest possible extent during his school life. Last and most important of all is the selection of teachers. The teacher ought to be skilled in the technique of supervised study, know the psychology of study and of the learning process, know the difference between policing and the supervising of study, be skilled in assigning lessons and believe thoroly in the superiority of supervised study. At present, unfortunately, there are very few who can approximate filling these conditions so it would be folly to expect complete success with the plan at first. But there are many good teachers who can and will develop, in a few years, the ability necessary to efficiently supervise study as it should be.

Plans in Operation.⁷

1. General Assembly Hall Study Period.

Objection: Not real supervised study as one teacher has too many pupils and too many subjects. Will tend to develop poor study habits.

2. The Conference Plan.

a. Teacher remains—pupils may consult. Used in elaborate form at Pittsburgh for the ninth grade.

b. Teacher remains—pupils asked to remain.

Objection: To (a) Those who need it most will not remain.

To (b) Too much like discipline as to results. It will be as William James phrased it like a "blind man in a dark room hunting for a black cat which is not there."

3. The Study Coach.

a. Unassigned teacher—special classes sent to her by the principal.

b. General study coach—consulted voluntarily by pupils.

Objection: No trained teachers—better to give pupil a copy of Sandwick's "How to Study" or Whipple's "How to Study Effectively."

4. Delayed Group Plan.

Weak pupils segregated—given less work in the regular school year and then an extra summer session to complete the work.

Objection: Not supervised study—only a plan to take care of retarded pupils.

5. Printed Directions.

a. A printed program with specific directions how to study.

b. A printed bulletin with general directions.

Objection: Pupils may not understand it fully or follow it regularly.

6. Double Period.

Two consecutive periods, one for study and one for recitation.

Objection: Not practical (1) in small high schools on account of insufficient teachers; (2) in large high schools because of highly differentiated program of studies.

7. Weekly Supervised Period.

⁷Education 30:158-64, School Review 23:490-90; 24:732-58; 735-45; 25:220 and 398-411; 26:250-72 and 400-510.
Pa. State Educational Association Proc. 1915:236-39 and 1918:215-222.

One hour at the beginning or end of each week by teacher of each subject.

Objection: Too infrequent to be effective.

8. Divided Period.

The period is devoted partly to recitation and partly to study. Two variations of this are the Batavia plan, where there is an assistant who takes charge of the retarded pupils in the same room with the regular teacher, and the Columbia, Mo., plan, where students seeking reference and advice are allowed to move freely about the room.

The divided period plan is the most widely used because it can be adapted to almost any school and does not necessitate any increased expense to put it into operation.⁸

To make the divided period effective, the teachers must understand what they are about, they must be made to see the program in detail and to recognize the alleged possibilities in the supervision of study. They must learn the children and their limitations and this can probably be best done in supervised study. Unless the

BOY O' MINE.

Frances Wright Turner, South Paris, Maine.

There's a little pair of trousers

In the room just over-head,

There's a base-ball, with a bat and glove

Beside his empty bed;

There's a box of hooks and sinkers,

And a fishing-pole and line

That set my heart a'longing

For that blue-eyed boy o' mine.

There's a pair of skates, and snowshoes

With an air-gun, on the wall;

And his cap, and scarf, and overcoat

Are hanging in the hall;

There are school books, there are banners

With their letters brave, and fine,

And they have a sort of waiting look

For this blue-eyed boy o' mine.

And it seems as if it must be

With all his things about,

That I could hear his whistle,

And his merry, boyish shout.

I listen for his foot-steps

When the lights begin to shine,

For they always set me longing

For that blue-eyed boy o' mine.

The house seems big and empty

Like a nest when birds have flown;

The hearth-fire seems less bright

To me, at night-fall all alone.

And methinks my youth would all come back,

Blue eyes, and gold hair shine,

If I could hold him close once more,

That blue-eyed boy o' mine.

teachers are heart and soul in their work and desire to make real men and women of the children they are trying to direct, supervised study will be as useless as a postoffice pen.

Technique of Supervised Study.

The lack of a highly developed technique is the greatest weakness in the supervised study problem, but this can be gradually overcome. Some teachers already have it to a certain degree but not consciously. By consistent effort and study on the part of these and of the others, a special technique for each individual subject will soon be developed. Hall-Quest, Simpson, Martin, Burr, Willett, and others give many valuable suggestions along this line. Among the valuable suggestions they give are:

a. Teach the pupils how to study.

b. Let the assignment be clear, definite, concise, and developed by the whole class.

c. Divide the class into at least three groups.

d. Think thru difficult subject matter with the pupils.

⁸Proctor, W. M.—Supervised Study on the Pacific Coast—School and Society, VI:326-28.
Hines, H. C.—Supervised Study in Jr. H. S.—School and Society, VI:518-22.

e. Make your period a training rather than a testing time.

f. Be careful of the wording and nature of your questions.

Evaluation of Results.

Supervised study has been tried more or less successfully for several years. All those trying it are enthusiastic as to its possibilities for good. Some of these have submitted to the public statements of the results obtained. Many of the results⁹ claimed have been stated in the section above devoted to "advantages of the plan." They may be and probably are true. But, for the most part, they are based on unsubstantiated opinion and statistical data. However, a few efforts have been made to make a scientific study of the question, notably those of Breed, Breslich and Minnick.

Breed conducted an investigation in fourteen schools (thirteen in Michigan and one in Minnesota) for a period of twelve weeks in ninth year algebra, Latin and English composition. He found that it helped very much in Latin, but not in English or algebra. He thinks the great weakness of supervised study is a lack of special technique; and in this undoubtedly he is right. This lack was undoubtedly one of the factors that led to the poor results obtained in algebra and English. Most likely the teachers of Latin had developed a better technique for their subject than had the teachers of the former subjects. Another factor that contributed in no slight measure to the results or lack of them was the degree of enthusiasm (or lack of it) in the problem and experiments evinced by the teachers taking part.

In the University of Chicago high school, Breslich tried two groups in algebra for fourteen lessons. Then he tested them. The average of the supervised group was 2.7 per cent greater than that of the unsupervised.

G. E. Rickard of Oakland City, Ind., found, after two months' trial, a supervised study group in history did better than an unsupervised one.

J. H. Minnick found, at the end of a semester in plane geometry, that the supervised group did from eight to ten per cent better work on new problems than the group that was not supervised.

Resume.

1. The present machine-made turn-you-out-all-alike schooling neglects the individual, retards the bright, discourages the dull, conceals the laggard and is inimical to the development of initiative and leadership.

2. Children do not know how to study.

3. Teachers either cannot or do not know how to teach children proper study habits. At least the pupils are not taught such habits.

4. Supervised study is not a panacea but it will (a) tend to cure many of the evils now existing, (b) change the present worthless type of recitation from a mere testing to a valuable training period.

5. With children trained to think we will have a "future citizenry able to understand and analyze social problems such as labor and capital and bolshevism. Fundamental to national growth is a citizenry trained to use its mind, habituated in demanding evidence and skillful in weighing the same. Bolshevism is a result of a lack of these characteristics." Having succeeded in developing this "thinking citizenry," we will have strengthened our democracy, we shall have made for a better, bigger, brighter United States.

⁹Breslich—Fifteenth Yearbooks—P. P. 32-72. Minnick, J. H.—Schl. Rev. 26:670-75.
Breslich—School Rev. 20:505. Breed, T. S.—Schl. Rev. 27:186-204 and 262-84.

THE ATLANTIC CITY CONVENTION

Department of Superintendence, February 27 — March 3, 1921

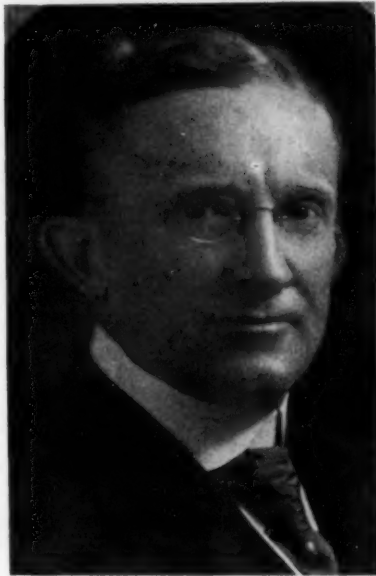
Three features of the Atlantic City Convention of the Department of Superintendence impressed us and have remained out of the barrage of educational wisdom that assailed, and all but overwhelmed, us during the busy days from Sunday, February 27 to Thursday, March 3, 1921. First of these was the determination of the superintendents again to make the convention a gathering of superintendents, for superintendents, with programs participated in chiefly by superintendents. Second, the large city which is in the lead educationally and the country which is lagging far behind are intensively studying their problems and valiantly fighting for better conditions. Third, schoolmen have stopped talking reconstruction and the late war and are attacking situations as they find them from day to day in community and state. Much attention was given to the accomplishments of city schools, the use of the superintendent's time, the arrangement of salary schedules, national aid for education, and Americanization. The standards set by the speakers were high, as the department demands, and there was a minimum of foggy theory.

The absence of Dr. Kendall was universally regretted and the regret was graciously expressed in flowers and daily messages from the convention hall. Atlantic City was a splendid host to the convention and offered mild weather and hotels and eating places to meet every taste and pocketbook. The meetings and exhibits were housed adequately under one roof, Young's Million Dollar Pier, and nearby hotels on the Board Walk served for the minor conferences and the multitudinous independent meetings.

The Program.

Few educational conventions are epoch making or even startling in presenting entirely new theories or wide departures in practice. They are rather opportunities for reviewing and discussing very small improvements and changes; they are inspirational and serve to confirm ideas and plans that men have been working on for a year past. Hardly an address was made in Atlantic City that contained a fact or a proposition that has not been published in the professional press in one form or another. The value as it appeared to us was largely in the personal contact of superintendents with their colleagues who had messages to bring of achievements and of constructive thinking.

Dr. Kendall built his program on solid ground of tangible problems and current movements. Only in one program did he venture into the boggy ground of prophesy and permit speakers to discuss the vague future. It was quite noticeable and entirely regrettable that the small city, the community of 4,000 to 25,000 population, did not receive the attention which it deserves. Men from the large cities or from strictly rural supervisory offices predominated in the list of speakers. The topics they discussed naturally took a viewpoint that disregarded the small town. The evil of such a program is two fold. It overlooks the fact that the small-town men are very often young and inexperienced, or, even tho they may be advanced in experience and years, they have rarely had access to experts and to facilities for study such as have the men from the large cities. While it is true that small towns apply the Napoleonic principle of imitating the larger units, many plans that are feasible in large city school systems are prohibitive in cost in the smaller place or involve modifications that are exceedingly difficult. The small towns have



SUPT. R. G. JONES,
Cleveland, O.

President of the Department of Superintendence, 1921-22.

enough superintendents of large caliber and there are among them enough communities which have big achievements to their credit to be recognized on all the programs of the Department.

The Monday Meetings.

The opening session of the Department was marked by a very brief remark of welcome from Mr. A. B. Boyer, superintendent of Atlantic City. Superintendent E. A. Smith of Evanston, as first-vice president occupied the chair.

President Kendall, altho he was absent, sent a message suggesting that the Department be reorganized and that the conventions be reduced in size by limiting them strictly to men and women in administrative and supervisory positions and by discouraging allied associations and departments from meeting at the same time and in the same city.

Mr. Will C. Wood, as the first speaker on the program, brought a vigorous message from his native state of California on the shortcomings and failures of the rural schools. He declared that the strength of the nation must be measured by the strength of its rural institutions and that no matter how strong the cities with their industries may grow, the interdependence of the city and the country is a fact and the relation must be maintained and strengthened. If the rural districts are not able to strengthen themselves, the cities must aid in paying for the welfare of the country people because no city can exist without an adequate hinterland. The rural dwellers of today are the city dwellers of tomorrow and many of the twelve million boys and girls now in rural schools will be the city man and woman of tomorrow. Mr. Wood declared that the shortcomings of the country school are chiefly due to the short terms, low salaries and poor preparation of teachers. He argued that the rural child is entitled to as good teaching, as long a term, as broad a curriculum and as adequate supervision as are received by the city child. Basing his suggestions on recent experience and proposed practice in California, he urged that the country schools be adequately financed by equal contributions from the counties and the state as units, and the cities as parts of the state.

Mr. Ralph Decker of New Jersey, who followed, discussed rural school conditions from the standpoint of New Jersey. He enumerated in detail the changes and improvements that have come

thru consolidation of schools and transportation of rural children. The most valuable section of his paper touched upon the "helping teacher" of New Jersey who supplements the supervision of the county superintendent in solving teaching difficulties and improving the methods of the one-room country teacher. The New Jersey helping teacher is a carefully trained and experienced woman who is thoroly in sympathy with rural school problems and who, as her title indicated, is not interested in administrative matters, but entirely in helping the country teachers with whom she spends a day or two at fairly frequent intervals.

Hon. W. L. Harding, former Governor of Iowa, made an educational stump speech in which he urged a number of well recognized means for improving country school conditions.

He declared that country teachers must be professionalized and that this worthy step can be undertaken by requiring better training, by offering better salaries and by furnishing free housing for country instructors. He urged that education must be sold to the people of the country, to the fathers and mothers who send their children to the country schools.

Dr. W. C. Bagley, who closed the morning's program, argued in his usual scholarly way on the country school. He emphasized the point that it is not the chief business of the rural school to keep children on the farm, and that in fact the country school should open up to the child all of the advantages and disadvantages of urban and rural life. In other words, the country school should not, by a narrow curriculum, deliberately exploit country children to the advantage of city people. The salvation of the country school depends upon devoted, mature and well prepared teachers. Teaching in the country schools must be stabilized so that rural and village teachers are not the transient group who remain hardly more than one to an average of three years in one position. School service must be as stable in the country as it is in the city where teachers now serve about nine years.

Accomplishments of City Schools.

Mr. J. M. Gwinn, Superintendent of Schools at New Orleans, second vice-president of the Department, presided at the afternoon session on Monday. Superintendent H. S. Weet, opened the program by telling of the work accomplished by the schools of Rochester, N. Y. in recent years. Mr. Weet frankly admitted that the program precluded a discussion of the weaknesses and failures of city schools and required him to touch only upon those favorable developments which might be shown. He touched especially upon kindergartens, the recent division of the schools into elementary, junior and senior high schools. He pointed out the fact that any school system depends for its success upon supervision, improved training of teachers in service, careful grouping of children and attention to child welfare.

Supt. David B. Corson, of Newark, N. J., emphasized in his address, in addition to generally accepted ideals, such achievements as visual instruction offered in the schools, the careful classification of children into supernormal, normal and subnormal grades, and the elastic organization of schools by which all-year classes and alternating schools are made possible. He spoke of the well known Newark method of intensive study of special subjects and described the Americanization program which is being put into effect for adults.

Mr. Randall J. Condon, Superintendent of Schools of Cincinnati, declared that in his city "children first" has been the slogan expressed in recent legislation concerning the community and in municipal as well as school board policy. Mr. Condon showed that the Cincinnati schools are enjoying the cooperation of the mayor and of the city authorities in a way that is actually starving the city administration in several undertakings. Cincinnati believes in giving every child "a chance from kindergarten to college" and this principle applies equally to defectives and unfortunates, as well as to normal children. Mr. Condon described in detail, a new cosmopolitan high school recently erected and which in his opinion is illustrative of the best ideals in secondary school education.

The Evening Program.

Lovers of Theodore Roosevelt enjoyed a real treat on Monday evening, in the address of the late president's sister, who spoke of him lovingly as a lover of good books. Dr. Livingston Lord, of the Illinois State Normal, Charleston, brought forward in his vigorous, fresh fashion and with considerable humor, underlying principles which must guide the ideal teacher.

The Tuesday Meetings.

"The best use of the superintendent's time" formed the topic for the entire Tuesday morning meetings. Dr. J. H. Van Sickle of Springfield, Mass., approached the subject from the historical standpoint and contrasted the practice which prevailed thirty years ago with the practice of today. He showed that the evolution in the professional standing of the superintendent had radically changed his work and that every new principle in school administration, as well as the present scope of the curriculum and the classroom methods, had broadened and deepened the superintendent's work and had correspondingly changed his ideas of values and consequently of his work. Mr. Van Sickle showed very clearly that the predictions of thirty years ago, as expressed in public addresses and current literature, have proven entirely erroneous and that many then accepted tendencies had now been consigned to the rubbish heap of educational history.

Supt. Charles S. Meek of Madison, discussed the problem from the human standpoint by bringing forward the changed relation between the superintendent and the teachers and the change which this new relation has effected in the superintendent's work. He argued that the superintendent must be the leader of his teachers but that he can no longer be an autocrat who is controlling "minds a mite too docile." He must accept the present day demand for democracy in administration, suggest where he formerly ordered, and lead where he formerly commanded. He must meet every educational crisis with clear professional ideals and must not descend into academic devices and educational pedantry. He must depend for his authority on the good will of those whom he leads and must possess a vision and constructive ability that commands the respect of teachers. He must have a soul and a human touch that will cause his associates to respond to his suggestions. He must be willing to let his teachers participate in furnishing the brains of the school organization, and he must be sincere as a leader, sympathetic and forceful.

Supt. H. B. Wilson analyzed the problem of the superintendent's time in an academic way and laid down seven essentials or functions of the superintendent's work which must be recognized in any time schedule that a superintendent makes for himself. He declared that the superintendent must (1) secure information, (2) study and plan educational methods and improvements, (3) make programs and outline procedures which must realize the programs, (4) inquire into the

physical condition and equipment of the school plant, (5) make provisions for insuring an adequate teaching staff and for improving and causing the growth of that staff, (6) handle the finances of the school system, and (7) get the cooperation of the school boards, teachers, pupils and community. The last mentioned is the most important of all.

Mr. Wilson made clear that many superintendents have no clear information concerning the most adequate use of their time and have never consciously argued out with themselves the problem of dividing their time and of limiting their activities in given directions, in accordance with the greatest relative importance of their several duties. He showed from answers to questionnaires that some superintendents have no information as to waste of time which they are constantly guilty of. He argued that every superintendent must lay out his time schedules in proportion to the importance of his work and that he must divide it according to the major divisions of his duties as administrator and supervisor.

The probable future of education was discussed at length on Tuesday afternoon by Supt. Henry Snyder, Pres. L. D. Coffman of the University of Minnesota and Pres. M. L. Burton of Ann Arbor, Mich. Dr. Coffman and Dr. Burton did not limit themselves so much to prophecy but proposed specific improvements which they believe are necessary in education. Dr. Burton especially urged the return of American education to the fundamental purpose of producing character in children. He argued for moral education but he did not go the full length which the logic of his premises implied in demanding religious education.

Tuesday Evening.

Citizenship formed the thought which ran thru the meeting of Tuesday evening. Supt. F. V. Thompson discussed the well-established principles that must underlie the education of the adult immigrant as well as of the immigrant children in order that the entire alien family may become an integral part of our American life. Mr. Thompson urged that the federal government must come to the aid of the local community in all Americanization work.

Supt. Frank Cody of Detroit, followed in describing the intensive processes of Americanization which have been employed in Detroit. Dr. Cody defined as Americanization any intensive process that will help to make a man or woman

an intelligent, loyal, active citizen of America. He urged that Americanization must be a continuous process and that we must get away from our present alternate periods of hysteria and apathy.

"The need for Americanization and the machinery for it will continue to be vital to our commonwealth, not only until every foreign-born resident is a good citizen, but until every native American and Mayflower descendant is a good citizen as well.

"I think the Americanization of the American is more vital than the Americanization of the alien, important as that is. The standard of our native citizenship is, and must continue to be, the basis and measurement of the citizenship we expect our aliens to aspire to."

He attributed what progress had been made to a trained teaching force, a standard method and course, large, attractive buildings, and willingness to extend facilities where necessary.

"A heavy attendance at evening schools is a healthful indication in a community and efforts to bring it about should receive the active backing of every citizen, from the mayor of the city to the foreman in the shops."

Better Teaching Needed.

Mrs. Susan Dorsey, of Los Angeles, opened the Wednesday program with a careful discussion of factors which will produce better teaching results in grades and high schools. She urged that better teaching be realized by adapting instruction to the needs and abilities of children after they have been grouped by means of intelligence and other tests, or by other means. One-third of all children are one or more years behind the group. They need attention according to their abilities. As a possible means of supplying this attention, Mrs. Dorsey outlined an experiment by which children are given a portfolio containing a series of lessons in well defined, easy units. As one unit is mastered, children take up succeeding units.

Vocational guidance must be applied to secure better teaching in order that well fitted persons may be enlisted for the profession and such as haven't natural qualifications are discouraged from entering or continuing in the profession. The aims of teaching must be crystallized into a body of teaching material that clearly define right principles of government and living.

Dr. Zenos E. Scott of Louisville, suggested a series of specific items which will improve teaching. Before these can be put into effect, however, he emphasizes that judgment and supervision of teaching should be changed from one of criticism and fault-finding to encouragement of and interest in each teacher's work.

Mr. Scott argued for cooperation between the educational and the community and business interests. He recommended that teachers consider the human element and that supervisors as well as teachers take advantage of conditions which will encourage a spirit of optimism and courage among teachers. It pays to advertise the schools thru the children because good advertising arouses a spirit of achievement on the part of pupils as well as teachers. He argued for recreation which will encourage happiness and thus indirectly affect the teaching ability of instructors. The superintendent must accept his obligations as a leader and guide of teachers and teachers themselves must take a similar obligation as leaders and guides of children. Every school system must consider an important part of its duty, the training of teachers before and after they have entered service. Supervision must naturally emphasize efficiency and build on successful qualities and successful work rather than on inefficiency and failures.

(Continued on Page 98)



ON THE BOARD WALK.
Secretary Crabtree and President F. M. Hunter discussing the threatened secession of the Department of Superintendence.

Department of School Administration

Winter Meeting, Atlantic City, March 3, 1921

The Department of School Administration held two valuable meetings on Thursday, March 3rd, in connection with the convention of the Department of Superintendence. Dr. George W. Gerwig of Pittsburgh presided in his usual gracious and interesting way.

The first speaker was Dr. W. C. Bagley of Teachers College, Columbia University. Dr. Bagley discussed at length the desirability of federal aid for education. He declared that the federal government has access to funds not accessible to any other branch of the government and that it is possible for the federal authorities to initiate economies in the conduct of federal departments that will make aid to education possible without adding any further tax burdens upon the people. While the federal government has an interest in education it should not control but should promote thru its leadership and aid.

Dr. Bagley dwelt on the effects of alienism due to illiteracy and unfamiliarity with the English language. Subventions should be made by the nation to overcome illiteracy and the handicap of foreign languages provided the several states require the teaching of English in all the schools. National aid to education is not unconstitutional because the policy of federal aid to education antedates the constitution. The greatest argument against federal aid is the injustice claimed by richer districts who will be obliged to pay larger sums in the form of taxes than they receive for their schools. The fallacy of this argument is the same as the fallacy of argument which was made in earlier days when it was claimed that families which had no children should not be taxed for families in which there were children. Dr. Bagley declared that there is no precedent for the statement that the federal government by aiding education will assume executive functions in controlling education. He said that federal aid should and will be based on good faith between the federal government and the states and that the federal government will accept the work of the states without interference or inspection.

Mr. Marcus Aaron followed Dr. Bagley with a discussion of the equal responsibility of the local community, the state and the federal government for the support of the schools. Mr. Aaron said in part:

"The fundamental school question at present is that of adequate funds. Except perhaps in exceptional districts, there is absolutely no hope of receiving from local taxation, that is from taxation which generally is confined to real estate and occasionally makes a pretense of including tangible personal property, the sum of money which will be required each year to pay teachers proper salaries and to provide proper public school facilities. It is neither possible, nor fair, nor wise to require the local community to bear all the burden of public education.

"Education, being the prerequisite for the life of the republic cannot be considered a local matter and must no longer be made dependent upon local taxation, even if such taxation could be made adequate in exceptional localities. The several states and the nation must immediately recognize their responsibilities and those states that have not already done so must scrap their antiquated tax laws and create the machinery by which and thru which they may be enabled to collect the revenues necessary for their general purposes, and particularly for the purpose of adequately supporting public education.

"At times and in some states, certain classes

of corporations, or their spokesmen, became so powerful politically as to secure an exemption from even the slight tax imposed upon other classes of corporations, but generally and almost everywhere real estate bore and continues to bear, a disproportionate share of the common burden. There was no science in taxation but instead largely a case of hit and miss, due partly to the overlapping of the various taxing agencies—national, state and municipal sub-divisions.

"The states complain that the national government has appropriated to itself sources of revenue that should have been left to them, and they in turn have done exactly the same thing to the municipal subdivisions, including the school districts. It might be desirable to have a clear line of demarcation drawn as to the sources from which each unit is to draw life and support, but we are dealing with what is immediately possible and practical and such an understanding may well be left to the future for solution.

"Wealth has no right, and I am sure does not expect to profit at the expense of the child; nor to be protected at the expense of other people, least of all children and of their women teachers. Wealth has no right to expect a teacher to teach children for less wages than are paid to unskilled labor, no right to expect educators to train skilled employes at smaller salaries than are currently being paid unskilled employes.

"Wealth, if wise and far-sighted, will willingly and gladly put a fair share of its profits into permanent welfare and human betterment improvements, for America will never see the day when any large portion of its commonwealth can be safely allotted to or permanently held by a small preferred class at the expense of the rightful claims of the vast majority of the people.

"Why not be honest and proclaim the truth aloud from Maine to California, that opportunity is far from equal, that one-half of our children are cheated of their equality of opportunity because they are without properly trained teachers; that the shortage of teachers is because of our long-continued parsimoniousness and that the schools are so frequently inefficient because we have too long considered education a purely local problem, dependent upon local taxation for support, because the nation, and frequently the states, have refused to do their part toward its support.

"The national government can stimulate the several states to liberality by contributing to the cause of education, but a small portion of what it is spending annually to pay for the explosion caused by the lunatic of Berlin and because of the danger that somewhere in the world there may be another crazy man ready to put a match to the powder magazine. The price of a few battleships expended annually to promote education is not an expense but an investment and even assuming that the battleship is necessary to protect us from without, the schoolhouse and the teacher are no less, and I am sure most of you will agree, much more necessary to protect us from within.

"A people that only recently, gladly and willingly, submitted to the selective draft of its best blood in national defense cannot very well reject the principle of a selective draft of a small part of its income and particularly of a small part of its surplus income in defense against ignorance."

School Architecture and School Administration.

The second session of the department resolved itself into a round table prepared by the Committee on Standardization of Schoolhouse Plan-

ning and Construction. The first half of this program was devoted to safety of life in schools.

The first speaker was Mr. T. A. Fleming, Director of Conservation of the National Board of Fire Underwriters, New York City. Mr. Fleming pointed out that proper construction of school buildings from the standpoint of safety to life is of supreme importance and should precede all the considerations on the part of school boards. He recalled his experience in the Collinwood fire where 173 children and three teachers were burned to death. He cited statistics to show that in 1919, 15,219 persons were burned to death in the United States and 17,600 were injured as a result of fires. Of the latter number, 92 were permanently injured. Mr. Fleming argued that disastrous fires are the result of first, the system of construction used, and secondly, the plan of maintenance. The latter is an important contributing cause because no building, however well constructed, can be safe unless intelligence and care are employed in reducing fire hazards. As fundamental requirements for safety to life all new school buildings should be fireproof. As an essential for safety in existing buildings there should be constant care of the exits and of the heating plants.

Fire escapes must be tested periodically so that they will be instantly available in an emergency. Mr. Fleming recalled inspecting a school in a city of the middle west where the exit from a tubular fire escape was found blocked. It appeared that the janitor had locked the exit door at the close of the previous school year and had lost the key. Several hundred children in a three-story building were depending for their safe exit on this escape. Fire escapes should be guarded by wire glass and metal sash set into window openings which the escape adjoins. No open slats should be used for the stairways. In Mr. Fleming's opinion the best type of fire escape for schools is the fireproof smoke tower which is enclosed in brick walls and which can be used daily at least once or twice as the regular exit from the classroom.

Another essential for protection to life is the location of all heating plants for schools outside of the main building. This is readily possible in small cities and in rural districts. In large cities where the cost of land makes such an arrangement prohibitive, the heating and ventilating plant should be entirely surrounded by fireproof walls and ceiling and protected by standard fire doors.

Electric installations in schools deserve particular attention so that no possibilities of short circuits or of other fire dangers will arise. As important as good installation is constant inspection of electrical systems lest the ordinary safety devices which are essential be interfered with.

The second speaker was Mr. J. Albert Robinson, Chairman of the Committee on Fire Protection of the American Society of Safety Engineers. Mr. Robinson explained a series of slides showing the value of sprinkler protection for school buildings. He urged that every schoolhouse should be protected at least so far as its basement and work rooms are concerned by a sprinkler installation. He showed that fireproof construction is desirable but where this is not easily possible in old buildings sprinklers afford the best type of safety. He said in part:

"Criminal, seems a mild word when we find school buildings of inferior construction, several stories in height, with only one means of exit,



Foundation Principles for Grading Salaries

A PENNSYLVANIA PLAN

Superintendent F. E. Downes, Harrisburg, Pa.



The Harrisburg salary schedule is the result of an exhaustive study on the part of a committee of teachers, representing various teaching groups, and also representative of the entire teaching force of the city. While the superintendent of schools contributed to the final outcome by way of encouragement and suggestion and by giving his approval to the report of the committee, the schedule is essentially teacher-made and to the teachers belongs the credit for whatever of merit it contains.

The basic principles upon which the schedule is constructed are the following:

1. That positions to which both men and women are eligible should carry with them equal opportunities and benefits as to salary schedule, irrespective of the sex of the holders.
2. That salaries should be dependent upon education, experience, and the character of certification held, rather than upon mere grade of position.
3. That special self-improvement in service should lead to prompt and substantial reward.
4. That retention in service or salary advancement should be dependent upon the rendering of service that is at least "satisfactory."

Equal Pay for Equal Work.

The first of these principles will be generally conceded in this age as sound, and probably needs no further elaboration. The time has passed for the subtle argument of "economic necessity," or "supply and demand," to be used as an excuse for paying men more than women, when employed in the same class of service and when each group is equally well qualified to perform that service. While I regret to state that in our former schedules in Harrisburg certain salary distinctions on the basis of sex existed, I am glad to announce that our present schedule is entirely free from these distinctions.

Equal Pay for Equal Qualifications.

The second basic principle of the Harrisburg schedule is, I assume, the cause of my being invited to present our plan to you at this time. The schedule is what has come to be commonly known as a single-salary schedule. This probably is a misnomer, for we really have three general schedules—one for academic teachers, one for shop teachers, and a third for all others requiring special state certification, such as certification in music, drawing, commercial branches, cooking, sewing, etc. The underlying principle in each schedule is that its provisions apply alike to all grades of the school system. It assumes that the work of teaching is of equal importance in any grade and that the fact of being assigned to the first year of the elementary schools, the second year of the junior-high school, or the last year of the senior-high school, is a mere incident, so far as salary remuneration is concerned. Stated more concretely, such a schedule means that a college graduate may receive the same benefits of schedule, whether she

teachers in the first grade or the twelfth. Shopmen, likewise, who fulfill certain eligibility requirements as to education, teaching experience, and trade experience, are placed on a common schedule, no matter where they teach. The same general rule applies uniformly thruout the school system.

Academic teachers are classified as follows in the application of the schedule: (a) Holders of provisional, professional and normal certificates (all temporary certificates by law); (b) holders of state permanent certificates and normal diplomas; (c) college graduates, with bachelor's degree or equivalent; (d) college graduates, with master's degree, in cursu; (e) college graduates with doctor's degree, in cursu. Shop teachers have three distinct classifications, according to the amount of professional training they have had beyond the minimum eligibility requirements for employment. Other special teachers, likewise, are divided into three groups, according to professional training.

The general topic, as I have interpreted it, assumes that I shall confine myself to the principles governing the Harrisburg schedule, rather than to the actual figures of the schedule. I shall therefore not go into detail here as to the latter. The following special provisions, however, might be mentioned.

Both the minimum and maximum salaries of academic teachers in classification "a" are low, ranging only from \$900 to \$1,000. While on paper this seems to mar an otherwise very satisfactory schedule, this provision was inserted, as it were, "with malice aforethought." Teachers in this group have only provisional or temporary certification, and, with respect to such, so far as Harrisburg is concerned, it should be stated, (1), that only a very small percentage of teachers now belong to this group; (2), that it was desired to include such teachers, thru the attractions of the higher strata of the schedule, to secure permanent certification; and (3), that it was thought best not to offer a schedule which would encourage those holding lower forms of certification to apply in the future for positions in Harrisburg.

The salaries in other academic classifications range from minimums of \$1,100 to \$1,600 to maximums of \$1,700 to \$2,800, according to certification, education and experience; those of the shop and other special certificate groups, from minimums of \$1,000 to \$1,200 to maximums of \$1,700 to \$2,800. The annual increase is \$100. None of these maximums include extra remuneration given for college credit.

Teachers are classified to their best advantage. For example, should a special teacher happen to be a college graduate she is placed on the academic schedule, if this means larger remuneration for her.

Since the eligibility standards of the new schedule are in some cases higher than under former schedules, provisions exist for the protection of former teachers in its application.

No definite provisions are set forth in the schedule relating to the amount of salary credit new teachers may receive upon entering the Harrisburg system, the initial salary being determined by negotiation and mutual agreement.

Substitute teachers are paid per diem on the basis of the schedule minimums.

A flat increase of \$100 over and above the provisions of the schedule is granted to all head teachers, teachers in open-air schools, schools for the backward, detention, continuation, and other special schools.

In cases of absence caused by short periods of personal illness, teachers receive full pay for such absence up to a total of twenty teaching days. For continuous illness exceeding twenty teaching days, half-pay remuneration is granted for an additional twenty-day period. Provision is also made for cases of death in the immediate family.

Inducements for Self Improvement.

The third basic principle in the construction of a sound and just salary schedule, we believe, as previously stated, is that the schedule should provide substantial encouragement for continuous self-improvement. Of course, as a rule, argument in favor of this principle will be found in the comparative results achieved in the classroom. But let us suppose, even, that two teachers are doing equally satisfactory classroom work—one by virtue of inherent talent and aptitude; the other by hard study in extension courses and summer schools. There ought to be some way of rewarding the latter for her spirit and effort. The Harrisburg schedule attempts to meet this situation, thru the application of the following rule:

"Sec. 185. All teachers and elementary principals may be granted an immediate additional increase of \$50 in salary, and the maximum for each teacher may be increased \$50, for each eight semester units of college credit, provided that such increase in salary and maximum shall not exceed \$300 and that all credits for additional college work shall be filed with the city superintendent prior to October 15, of each school year.

"All college work for additional salary credit shall be subject to the following provisions:

"(a) A definite percentage of the work to be determined by the city superintendent, shall be on the subject taught or related subjects.

"(b) All work taken, whether at summer schools, in local extension courses, or by correspondence, shall be approved by the city superintendent before the work is begun.

"(c) Additional salary for college credit shall be granted only on work done over and above that included in the eligibility requirements of the rules of the board."

The increases for college credit are in no sense bonuses. They are permanent additions to salaries, continuing during the entire tenure of the teachers affected, and are given irrespective of whether the credits have been obtained

Hereafter, all College work taken with the expectation of applying the same toward increased salary, in Harrisburg, must be governed by the following rules:

(a) A certain percentage of the work, to be determined by the City Superintendent, shall be in the subject taught or related subjects.

(b) All work taken, whether at summer schools or by correspondence, shall be approved by the City Superintendent before the work is begun.

In order that the above rules of the Board may be fully complied with, all teachers, before definitely determining upon the college courses they will pursue, will be expected to fill out in DUPLICATE, the following, and submit the same IN DUPLICATE, to the Superintendent for approval.

F. S. DOWNES, Superintendent

Superintendent

NOTE: Brief explanations of courses, if desired, may be made on reverse side of card

Teacher _____		Building _____			
MONTH	Personality	Preparation	Technique	Pupil Reaction	REMARKS
Sept.					
Oct.					
Nov.					
Dec.					
Jan.					
Feb.					
Mar.					
Apr.					
May					
June					

(See reverse side)

Personality — Appearance, Voice,
Power, Character, Co-operation.

Preparation — Command of English. Specific Knowledge. General Scholarship. Professional Equipment. Citizenship.

Technique — Room Conditions, Selection and Organization of Subject Matter, Resourcefulness, Motivation, Conclusiveness.

Pupil Reaction — Efficient Functioning of Habits and Skills; Command of Subject Matter; Thinking Ability; Expression; Tastes, Appreciations and Ideals.

RATING SCALE: 1 TO 5 (5 HIGHER)

BUILDING.

[illegible]

(See Reverse Side)

BLANKS USED IN RATING TEACHERS, HARRISBURG, PA.

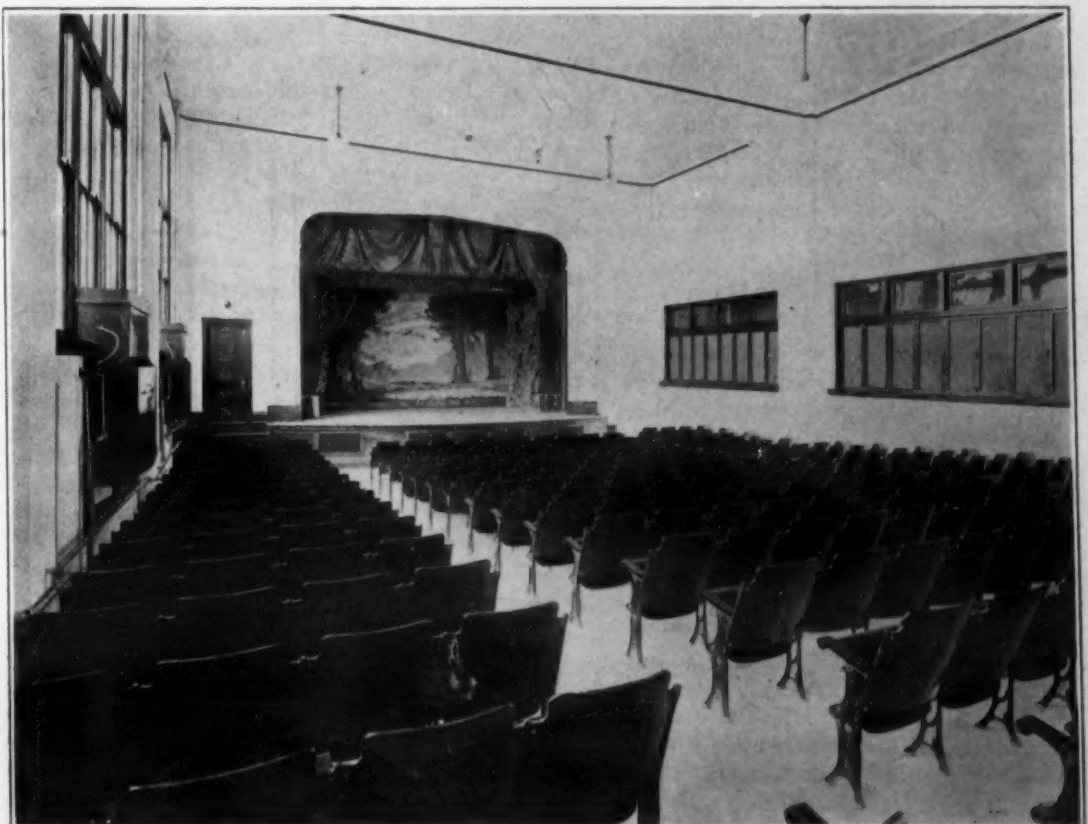
The effect of these inducements upon the teachers and upon the school system has really been remarkable. In fact, the danger now is that teachers shall attempt to do too much professional work, rather than too little. Of our 400 teachers, approximately 185 have accumulated college credits, and, of course, 140 have credit sufficient to receive salary benefits ranging from \$50 to \$300 per year. More than 200 teachers are at the present time doing extension work under the auspices of various colleges and universities. The total cost of this particular salary item this year will be about \$18,000, and \$5,000 additional will be required for 1921-1922.

Our fourth basic principle is that the benefits of the schedule should apply only to those whose services are satisfactory, or at least give promise of being satisfactory. Of the remainder, those clearly without promise should be dropped from the service; those of uncertain promise should be given further trial, but without the usual automatic increase in salary. I am gratified to be able to state that in the presentation of our

A rating system has been used and applied in Harrisburg for several years, but always with more or less friction and dissatisfaction. With the support of the teachers themselves, however, the matter of application has become less difficult. At the close of the last school year four teachers were notified that they would not be

Recently our board of education adopted a modified form of the system of rating used by the state department of public instruction. This was judged somewhat better than the system

(Concluded on Page 113)



AUDITORIUM, WASHINGTON SCHOOL, ROCK ISLAND, ILL.

ADVERTISING THE SCHOOLS

William T. Miller, Roslindale, Mass.

That it pays to advertise is a well-established business principle; but that a school should advertise itself seems like an egotistical proceeding. The business man advertises his wares to call attention to them and to expound their excellence so that the great buying public will deal with him. There is no personal conceit about it, except in rare instances. With the schools the case is different. We have no manufactured product to sell, and hence have not this incentive to advertise. But there is another side to advertising.

When a large sum of money has been invested in a project, the investors naturally wish to know what use has been made of the funds, and how the outlay is to benefit them. It then becomes advisable for those expending these funds to keep the investing public informed as to the progress of the work undertaken. All government and municipal reports are examples of this kind of explanatory advertising. In school affairs, the reports of superintendents, supervisors, and directors are advertising in this sense, and are not only justifiable, but absolutely essential to public trust in the work of these officials.

The school official does not, or should not, make his report with any sense of personal pride in the results obtained, but rather with a view to keeping the tax-paying public informed as to the efficiency of the work for which they are paying. All surveys, when published, are really advertisements of the success or failure of the systems surveyed.

School News vs. Sensational News.

The unfortunate feature of all such reports and surveys is that they are seldom read by any except those professionally interested in the schools of their own or other communities. The general public knows very little about the work of the schools as a whole or of any one school in particular. The details of school organization and administration cannot compare in news interest with such first page sensations as murders, suicides, holdups, divorces, accidents, liquor raids, football games, movie stars, and politics. Indeed, we do not wish the schools to be thus featured; but it would be very helpful for the proper understanding and appreciation of our work to have the outside world know more of the activities carried on under our auspices. In all campaigns for the increasing of teachers' salaries, for instance, it is first necessary to conduct a vigorous propaganda to bring out the importance and difficulty of the teacher's work. Much of this propaganda would be unnecessary were it possible to keep the public constantly informed about the work of the schools.

This information obviously cannot be conveyed by means of paid advertisements; and such publicity would soon become tiresome. It is possible, however, for individual schools to carry on certain activities that are not only pedagogically valuable and efficient, but are also of public interest, and thus have a distinct advertising value. This value arises from the fact that thru work of this kind large numbers of people unconsciously learn a great deal about educational methods and results. It cannot be too strongly emphasized that the activities herein to be described are in no sense to be considered as "show off" work, merely to attract attention or to win popular applause; but they are brought to public notice solely for the purpose of informing the people, to whom the schools really belong, as to the nature and qual-

ity of some of the work the individual school is doing. All of these projects have other values, distinct from their publicity side, some of which will be pointed out; and it may be stated here that unless a certain piece of work has some real educational value, it cannot be justified on the mere ground that it is good advertising.

Exhibits as Advertising.

The most commonly-used activity that has this advertising value is the public exhibition of school work. This may be an exhibit of special departments, such as garden products, manual training work, drawings, or written papers in any subject. It may be a general exhibit of all these kinds of work, and may even include actual recitation, study, or drill work by the pupils themselves. Exhibits may be large or small, conducted simply in classrooms, or more elaborately in an auditorium. They should include not merely the very best work, but carefully selected specimens to show different grades of accomplishments, excluding, of course, poor or unsatisfactory work.

Such exhibits encourage the children whose work is shown, and serve as an incentive for all to strive for better results. They supply objective standards by which children may judge the comparative excellence of their own work. But their advertising value comes from the fact that the general public, and not merely the parents of the children represented, may be and should be invited to visit the school and see at first hand some of the results attained. If the invitation is widely extended, a surprisingly large number of people will attend such an exhibit, and they will take away with them a greatly increased respect for the school and its work.

Last year several exhibits of the work done in the Boston schools were placed in a room at the public library. Teachers who volunteered to spend some little time in answering questions at these exhibits declared that the interest of the crowds who visited the room was intense, and that their attitude was generally one of surprise that such work could come from school children. Surely these people went away with a more favorable opinion of the services rendered by the teachers of the city. Thus did this exhibit advertise the schools in a legitimate and effective way. At the same time it was a real educational force in the lives of many who came to see it, in that they themselves received object lessons in the way to do many things which perhaps they had forgotten if they ever knew them. All exhibits have this broadening effect on those who visit them.

To have any great advertising value, an exhibit must have publicity; and for this purpose the daily press must be interested to publish notices of the time and place of the exhibit, and if possible to include it among the worth-while news events of the day. The writer has found on several occasions that papers were willing to feature local exhibits, with pictures and names of prominent pupils, as a news item; all of which increased public interest, and helped the affair to achieve a wider publicity.

School Societies Give Publicity.

A very different species of advertising devices are the social organizations of the pupils. These may be many and varied, even in elementary schools, including the school paper, the dramatic club, the debating society, the athletic teams, the nature club, the orchestra, the glee club, the scout troop, the Junior Red Cross, etc.

All of these outside-of-class activities have distinct and important educational values. They

promote that intangible something known as "school spirit," by enlisting the enthusiasm of the interested pupils in doing something creditable under the auspices of the school, and for its honor. Efforts in making these projects successful are applications of that spirit of loyalty which is the chief ingredient in true patriotism. Besides, each project serves to give additional training in the particular kind of work to which it is dedicated. The school paper is a laboratory for experiments in practically applied English. The debating club encourages effective oral expression. The nature club gives an opportunity for sincere, if not very deep, scientific research. The musical clubs provide for the exercise of vocal or instrumental talent, and so on.

Then again, all of these activities, if organized as clubs, give an invaluable social training. The development of cooperative effort under democratically chosen officers is a splendid training for the responsibilities of citizenship in a republic. The so-called socializing of educational methods has taken many forms. Socialized recitations, subject matter, and school management are all phases of this general movement for increased pupil participation. It is at once evident that these out-of-class activities, when conducted by groups of pupils acting more or less on their own initiative, approach very near to the conditions of actual life and therefore give excellent training in the responsibilities of real social situations.

Multiplicity of Activities Desirable.

Many of these activities have also a very definite vocational value. This value arises not so much from the actual training given in the particular work performed, but rests more in the appeal that the work makes to the latent vocational trends of the pupils who engage in it. Many a boy has been impelled to delve more deeply into the intricacies of some type of work because of the interest aroused by his participation in a school project along the same lines. I have in mind a boy who became successively a reporter, an ad-writer, and an advertising manager after having his ambition first stirred by a successful year's operation of an elementary school paper, followed by similar work on a high school journal, and later the management of a college magazine. Many other cases might be cited to show the value of school clubs and special activities as vocational experiment stations.

It can be seen that it is well for a school to have as many as possible different projects of this type, since the individual pupil is attracted toward the particular activity in which he has ability and interest. The more special features there are in the school, the more pupils will be attracted to some form of "overtime" endeavor. Providing there is capable supervisory talent available, and sufficient student interest shown, the more such activities undertaken, the better for the school and the pupils.

But besides the value to the pupils, these clubs and other organizations have a distinct publicity value for the school as a whole. A school paper, for instance, should have as one of its aims, to keep parents and others in touch with the work of the school. Its stories and articles will show the practical results of the English instruction; its announcements and news items will make clearer the policies followed; and it serves as a medium of exchange between the teachers and the outside world. Thus it is highly informational, and as such gives just the kind of advertising which the school should have to be better understood and appreciated by its constituency.

Musical and dramatic clubs should be encouraged to give recitals, not merely for interested parents, but for the general public, by which means not only will their musical and forensic skill be demonstrated, but the great outside world will gain an increased respect for the success and versatility of the school.

Athletics a Potent Factor.

Athletics in college are probably the most potent form of advertising obtainable; and a successful football team is worth many pages of magazine advertising. Even in elementary schools, rightly conducted athletics offer a splendid chance to impress a great many people with the excellence of the training given the children. Here, as in other branches of school work, we should not shrink from publicity in our efforts. The newspapers are as a rule glad to chronicle the doings of boys' and girls' school teams, to give space to accounts of playground field days, and to show pictures of successful contestants. It is a mistake to scoff at this kind of publicity as mere notoriety, for it has a real value in acquainting the reading public with an important part of the school's work which is at times little appreciated.

In the same way school plays, concerts, and other affairs of this kind should not only be public, but should be given as wide publicity as possible, for the information of people who do not come into direct contact with the school. An interesting development of this idea which is quite common is the giving of a concert or show by a graduating class or a whole school, to raise funds for various purposes. Such affairs are not only financially profitable, but they have the same publicity value as the activities mentioned above.

Whenever possible, school children should be encouraged to participate in public enterprises. We saw much of this kind of participation during the war,—at parades, at welcome-home celebrations, the Liberty bond and Red Cross drives, etc. Such participation cannot be called exploiting the children, because there is no ulterior motive of private profit attached to it, and the children gain valuable social experience and a deeper appreciation of their civic responsibilities. They also advertise to the outside world the work of the schools in training them to do the various things which make up these public demonstrations.

Are Teachers Human Beings?—Yep, Mine Are

By a Superintendent Who Was Once a Teacher in Los Angeles,
But Who Has Never Taught There

I am a teacher, and a son of a teacher. At least my father was a teacher and I have been drawing salary as teacher for the past sixteen years. The article entitled, "*Are Teachers Human Beings?*" in the November number of the SCHOOL BOARD JOURNAL made me think; I suppose that is proof that in my case the process of "fossilization" has not reached much above my neck thus far, or at least that the area of my anatomy which is superposed on my cervical vertebrae is not yet in a complete state of ossification. Thank you, frater from one of the high schools of Los Angeles, for making me think.

But do not think that because the article stimulated me to think that I agree with it in every detail. In many ways it is excellent; "the human interest side" of presenting lessons, "being a good scout," "mixing socially," "comradeship with other teachers," "the man-to-man attitude" are really splendid ideals for you to bring before us. But I strenuously object to having teachers, as a class, charged with being book worms, with having no preparation for

Contact with the Community.

The teaching of thrift by means of school savings banks, thrift stamps, salvage of waste materials, etc., is valuable in itself, and it also brings the school into contact with banks, postal officials, and business men; all of which gives a favorable impression of the work of the school as a social institution.

Parents' associations, under various names, are common enough, and do a great deal of good, but their influence might be greatly increased by extending the membership as widely as possible, taking in not only parents, but anyone interested in the welfare of the schools. Such an association, with a large membership, becomes a great publicity committee for the benefit of the schools. Many schools, especially those with vocational courses, enlist the aid of advisory committees, of non-school people, who not only help to shape their courses, but also keep themselves and others informed of the accomplishments and needs of the schools. Such advisory committees should be more widely utilized by all types of schools.

It is trite to say that "education is the corner stone of democracy," but the statement loses none of its truth from its triteness. Also it is quite evident that while nearly everyone is willing to admit the importance of education as a "bulwark of our liberties," very few people give any thought to the schools and their needs until their attention is insistently called to them. It is this apathetic attitude of the general public toward school affairs that can be partly overcome by advertising of the kind herein suggested. While it may be untactful to speak of it as advertising, keeping education and the schools in the public eye is the best way of securing a sympathetic attitude toward their financial and other needs. The more we can impress people with the variety and efficiency of our work, the more ready they will be to extend their cooperation and support to us.

Let us repeat, in conclusion, that our advertising is to have in it no thought of personal profit or glorification, and no purpose to make any particular school or department seem superior to others; but the dominating aim of all publicity is wider public appreciation and support of the schools.

life, with teaching dry-as-dust lessons just as they learned them from their "Profs.", with airing their pedagogical knowledge in public, with being unsympathetic with children, with not knowing how to play, and soan-ge-ta-ha.

In the second paragraph of the division, "Airing Pedagogical Knowledge," we find these lines: ". . . teachers, as a class, like to air their knowledge when they are outside in society" (my observation is that they are quite modest and reticent under such circumstances, but I could be mistaken). ". . . but he (the teacher) is absolutely ignorant of ball games, foot or base (this statement leads me to suspect that the Los Angeles writer is soror and not frater), or the automobile races, or who is starring this year in New York (when we'll 'tell the world' it's Babe Ruth) or Charlie Chaplin (how this could be penned in the shadow of Charlie's studios by a writer who advises teachers to try out as movie stars we can't see) or Ponzi" or Soan-ge-ta-ha.

There are seven men in our school system and we all do, did, and shall play baseball, and by

borrowing help from another faculty we have a faculty team and give the high school team a run for their money; we play basketball, too, and tennis and football. Rowing, shooting, nature excursions, gardening, and driving a sheet metal Elizabeth are other human things of which we are not jointly but are severally guilty. Some of us wanted Babe Ruth for president tho we did like Debs' public campaign speeches the best of all.

During the recent World's Series (yes, we know, even tho we are not as human as we ought to be, that last year's series was "fixed") the scores of the games were announced on the playground at the afternoon recess by the fat, gray-templed superintendent before the crowds had finished filing out of the grandstand at Brooklyn and just a little later when the play was at Cleveland. The lamented Ray Chapman, and also Bob Veach, learned to play baseball on the playground that lies below my office window.

Now that I am started in that direction, I suppose I might as well reply to the charge that teachers do not know how to play. The fifty-odd teachers in our system, altho 45 of them are women, all know how to play and most of them do play, altho "age with his stealing steps hath clawed (some) into his clutch" to the extent that they may no longer indulge in violent exercise, but even these encourage, organize, and direct play.

Our largest playground is almost two blocks in area and over 1,200 children play there with teachers as play directors. Two baseball diamonds, six basketball courts, two giant strides, two slides, a tennis court, a dozen-odd teeters, two volley-ball courts, and a battery of swings are the apparatus which help to make our budding citizens feel that school is not simply a place to "sit up straight and study your books."

And now just a word in defense of the so-called bookworm. Of late years it has become so popular to spray this entomological specimen with pedagogical insecticide that I really believe some young students are misled into believing that it is a mistake to acquire deep scholarship.

I am not a Phi Beta Kappa, but if I had my college days to live over I would be a Phi Beta Kappa and a red-blooded one, too. Noah, the brother of Daniel, defines a bookworm as "a student closely attached to books." I wonder if we teachers really understand the value of books as tools for the student. We say that the ultimate purpose behind all the branches of the curriculum is the search for truth. A small part of the evidence from which we deduce this truth is found in the testimony of eye-witness observers but by far the greater part is treasured up in the precious storehouses we call libraries. Let me illustrate:

Ever since the Revolutionary War it has been popular to say that the heroic struggles of Col. George Rogers Clark in winning control of the Illinois country gave the Northwest Territory to the united Colonies when the war was formally brought to an end by the Treaty of Paris. As I write there lies open before me a standard high school text in American history which states concerning Col. Clark's conquest of Vincennes, "The larger post of St. Vincent, or Vincennes, on the Wabash, was also ready to yield, when the British commander returned from an absence and resolved to teach the Kentuckians a lesson." I, personally, have bookwormed into Clark's memoirs and Bowman's diary far enough to know that Vincennes did yield and was taken possession of by Clark's subordinate, Capt. Bowman. On the approach of Gov. Hamilton, Bowman's French militia abandoned him and the manner in which Capt. Bowman stood beside a shotted cannon and demanded and se-

cured the honors of war for himself and the remainder of his garrison, a single Kentucky rifleman, sounds like a scene from *The Chocolate Soldier*.

Reputable book companies are still issuing new books in which the writers describe Clark's capture of Kaskaskia as opening with the famous and dramatic ballroom scene, altho the "bookworms" have known for years that there is not an iota of truth in such a description. One historian after another has declared and commencement speakers innumerable have raved themselves red in the face over Clark's conquest rescuing the Northwest Territory for us at the treaty table. Far be it from me to act the role of laurel snatcher. It is a beautiful scene for the closing act of the great wilderness drama; but is it really true?

For the facts in the case, we must turn to some "bookworm." I recently referred this question to two such men, members of the faculties of two great universities. Each one affirmed that he had read every word of the transactions of the delegates who concluded the Treaty of Paris and each affirmed that Clark's name or the conquest of the Illinois country were never mentioned but that the western boundary was determined from entirely different considerations. How shall we arrive at the truth in any subject unless we have teachers and research teachers with a sufficient love of deep scholarship to delve until they arrive at the facts, and how shall conclusions ring true unless they be based on true data?

I surely sympathize with the writer's viewpoint in wishing to make the process of instruction more natural. But are the teachers of today not making very rapid strides towards this very end? As I write there lies before me a student newspaper, with a circulation of over 1,200 copies, for which the articles are written by the pupils of the elementary school as a project in English composition. On the back page appears an original joke written by a little Lithuanian girl in the sixth grade; the editors had the good judgment not to alter her manuscript in any way. Allow me to quote:

"One day I went to church and there was some people wanted to get married and the priest said who is going to get married come up here and there was three men and six laddies this shows that women like to get married the best."

Nothing dry-as-dust or routine or restrained about that, is there? True the child's foreign parentage caused the form of the composition to be grotesque, but as for originality of conception and a finely taken point it compares well with the best professional writers of the day. The originality shown by these youthful students of English composition does not always take the form of humor, by any means. Here in the same issue is an original poem by a little orphan girl who lost her mother at the age of six years:

My Mother.

"Hair of gold and eyes of blue,
Lips as red as the cherry's dew,
Face as fair as the lilies white,
She came from heaven within a night."

Under the guidance of men like Stevenson, Charters, McMurtry and others the project method is coming into its own. Then the study of children shall be actuated like the study of adults. The problem will be attacked as it would be attacked in a true life situation. Facts will be memorized only when the pupil sees a need for them; inductive study will take precedence over deductive, rational methods over memoriter methods. What would you think, for instance, of basing an entire high school course in physics upon a motor car which you had introduced into the laboratory? As I passed along a corridor of

the departmental school this week, I saw a number of queer-looking posters on the bulletin board. On looking closer, I saw they were arithmetic problems. The pupil had clipped a display advertisement offering merchandise at reduced prices, pasted it at the top of a sheet of paper, and in the space below he had solved the problems in trade discount which the advertisement afforded. That's ages in advance of the way I was taught.

Dean Chadsey says that in the future the best schools will be found in small cities having from fifty to two hundred teachers. In the same issue of the *SCHOOL BOARD JOURNAL* in which "*Are Teachers Human?*" appears, High School Inspector Edmonson of the University of Michigan states that one of the reasons that high school principals and teachers fail to agree on profitable policies and practices is that the high

school does not receive the same kind of supervision which is extended to the elementary school. From these two statements a dissatisfied teacher should deduce that the most satisfactory position will be found in the elementary schools of a moderately-sized city.

I suppose this article might be prolonged to almost any length, like the Persian tale of the grasshoppers and the bin of grain, but what would be the profit? For myself, I think teachers are quite as human as the members of any other profession. The more I learn about the ins-and-outs of business, the crafts, and other professions the prouder I am that I am a teacher. We prepared the dough boys who brought the World War to a sudden finish; I believe all will agree that they were quite human. By our fruits we must be judged. "Si monumentum requiris, circumspice."

THE LOCAL TEACHER

Dick Dickinson

Other things being equal, should the school board give preference to the local teacher? Yes. But just as such a teacher claims consideration of the unpedagogical fact that she is a home girl, so the school board should consider other facts that are little known or sought in engaging outside teachers.

Far more importance should be attached to the fact of local residence than that of giving the school a chance to recognize home talent. In the first place, on behalf of the local teacher it may be said that her residence may work to the good of the school. Her living expenses are usually less, which amounts to an increase in salary. That attracts capable teachers. The local teacher is likely to remain longer. Local pride may prompt her to do the very best for the school. She knows the boys and girls, understands their conditions at home, and thus has a decided advantage over the stranger in reaching her pupils.

The capable and conscientious teacher, teaching in her home town under these advantages, will, I believe, do fully as good work as she would do elsewhere. Frequently she does better work. But the possibilities of these advantages are not automatic. Whether they materialize for the good of the school and the teacher, depends entirely upon the character of the local teacher. The school board, knowing the local teacher from girlhood, perhaps, should thoroly canvass and weigh her character and individuality to determine whether she is likely to react favorably or unfavorably to these advantages, for every one of these advantages may become a distinct disadvantage and work mightily to the injury of the school.

Not infrequently the local teacher, after a few years in the corps, begins to feel that her length of service entitles her to a much better salary than she is getting, but which she feels further that the board refuses to grant because the members know she will not go elsewhere for a larger salary that would be more than made up for in the increased expense of living away from home. Still she stays on and becomes, as the years go by, very dissatisfied with conditions, and loses interest and morale.

Now the really self-sacrificing teacher of strong personality, one that seeks the larger elements of success and satisfaction in her work, would not remain in the home town under such circumstances, whatever the facts in the case might be. Such a teacher would leave if she felt that the board was taking undue advantage of her circumstances of living at home.

What the local teacher will do in such cases cannot be told in advance, but the individuality of the person ought to be enlightening to the school board. The board ought to be able to tell

something of whether the local teacher is seeking an extended berth without further worry of ever seeking another position, or whether the knowledge of her permanency in the school will cause her to let down in her work.

Local pride the teacher may not have, or she may be of the kind that thinks one's own town is just a little worse in gossip, disadvantages and other small-town handicaps than any other town. Such a feeling will not make her a better teacher. As for knowing the boys and girls, unless she possesses real understanding and sympathy for them, she can easily know too much about them. She may thus have them all severally cataloged as good, bad, indifferent and tough before they reach her room or even start to school at all. None of them come to her with a clean slate. They haven't a chance. She accepts each one for what he is instead of for what he might become. It requires a strong teacher to overcome this weakness of human nature.

And there is also the possibility that the local teacher may not be able to solve her school problems entirely without a thought to outside connections. And a corps of such teachers, more or less involved in the various factions and gossipings so prevalent in small towns, often prevent any large degree of harmony and cooperation. Any local teacher likely to contribute to these possibilities should be avoided.

All these possibilities must be considered. It will not do to avoid them by barring all local teachers. Not only may very excellent teachers be thus lost to the school, but such a policy frequently stirs up so much opposition that a new administration is brought in that goes to the other extreme. The happy medium is the only solution, for, as a matter of fact, trouble over the local teacher question usually comes from one of two extreme policies. Either there is inefficiency in the school because local teachers have been given more than a preference in equal ability, or there is trouble because the principal has an exaggerated idea of the talent he can secure from a smaller town on the outside rather than from local teachers whose experience is confined to rural schools. And the last condition will soon bring about the first.

It is a matter that demands the most thoughtful consideration. The board and principal must ostensibly work on the policy of giving the local teacher the preference, other things being equal; but they must be sure things are equal before they pronounce them so. Neither should they be unmindful of the fact that while the failure to engage a local teacher often creates a great deal of criticism harmful to the best interests of the school, it is never likely to cause as much trouble as when they seek to get rid of a local teacher, no matter how inefficient she may be.

TEACHER COUNCILS

An Organized Means for a More Effective Participation of Teachers
in Determining the Educational Policy of Schools

E. J. Ortman, Fisk University, Nashville, Tenn.

It seems desirable, first, to go directly to the teacher council itself and note what the organization is and what it is attempting to do. Later, we may consider what relationships must be established in instituting the organization in the schools. And finally, it may be profitable to note, briefly, the philosophy upon which the council is presumably builded and to determine how nearly the present organization is an embodiment of that philosophy.

The somewhat generalized and common characteristics of the teacher councils now in existence are: First, they are made up of elected representatives of all grades of teachers, supervisors, and principals in the school system. Second, they have an organization of their own with elected officers who direct the councils in the conduct of their business. Third, they are governed by a constitution and by-laws and their activities are prescribed by a body of adopted rules and regulations. Fourth, they may or may not have the sanction of the superintendent and the board of education to whom they act in an advisory capacity. Fifth, they may or may not have a guaranteed corporate existence by the city's charter. And sixth, they have an organized means of registering their activities and of bringing their conclusions to the notice of the proper authorities for their consideration.

Size of Councils.

The medium number of members in 28 councils here considered is eighteen, altho Colorado Springs has as low as six members, and Buffalo, 130 members. We have no data that will assist us in answering the question as to the most successful members for the council. If we take the judgments of organizers of this point as expressed in the median number we should favor eighteen. If we apply the principles of organizations that they must not be too large and unwieldy so that they block action, and not too small that their action becomes prejudiced, we shall be inclined to favor a number as large as the median number of the councils already organized or even somewhat larger.

Large school systems do not necessarily have large councils, and vice versa. New York with 23,000 teachers has 45 members; Minneapolis with 1,600 teachers also has 45. Ypsilanti with 50 teachers has eight in the council; Leavenworth with twice as many teachers also has eight in the council, while Newark with 38 times as many teachers, or 1,900, has but eight. St. Paul with 1,000 teachers has twelve members in the council; Kansas City with something over a thousand teachers has 48 members in the council. The numbers in the councils result from considerations other than the size of the school systems. Dr. Spaulding, who organized the councils at Minneapolis and at Cleveland, refers to the numbers in the councils as resulting from a mathematical computation. However, Boston uses about 30 members in the council because there are this number of teacher organizations in the schools, each of which is represented by its president in the council.

Among the 30 councils reported here, there are 42 different groups of school people or individuals represented in the councils. Almost every conceivable arrangement of persons in the school system is used. However, the median number of groups is eight. These are kinder-

gartners, primary, intermediate, junior high, senior high, and special teachers, principals and supervisors. These eight groups are represented in various ways in the councils more times than all the others combined. Some of the other groups represented are the industrial teachers by Kansas City, assistant superintendents by New Britain, public school activities by Chicago, teachers at large by New York, teachers' federation by Colorado Springs.

Methods of Choosing Members.

There are eight different and characteristic methods of securing members to the councils. I have designated these as follows: Groups assembly, assembled groups, school-building groups, club groups, district groups, voluntary-association-conference groups, and general-election-group types.

The groups assembly type is illustrated by the New Britain Council. Here, each of four different groups assembled directly (except the grade teachers, who are too numerous for one assembly, and who send representatives to assembly) and elect the allotted number of representatives each from its own number to the council.

The assembled groups type is illustrated by the Ironwood council. Here every professional worker in the schools, one hundred strong, belong to the "teachers' assembly." At their second meeting in the fall each of eight different groups elect one representative to the council.

The school-building-groups type is represented by the Cincinnati and the Oakland councils. In this type each school building with four to fifteen teachers sends one representative to the council; buildings with more than fifteen teachers send two representatives to the council, while buildings with less than four teachers combine to send representatives, one for each fifteen teachers or fraction thereof.

The club-groups type is illustrated by the Kansas City, Kansas, council. Here each of seven different clubs—grade teachers, high school teachers, principals, etc.—elect the allotted numbers of representatives to the council.

The district-groups type is illustrated by the Minneapolis council. In this type each of five high school districts in the city elects six grade and one high school teacher to the council. The electing bodies are made up of representatives from each of the groups of teachers in the respective districts. In addition to these, each of the four groups—kindergartners, junior-high-school teachers, senior-high-school and grade principals—meet in groups and each elect the allotted number from their own members to the council.

The voluntary-association-conference-groups type is illustrated by the New York City council. Here each of the voluntary association of workers in the school system sends representatives to conferences of its own members, who in turn send representatives to other conferences of its own members in the entire city, and this second conference elect the allotted number of members to the council. In addition to those representatives the council at its first meeting elects five members at large.

The general-election-group type is illustrated by the Cleveland council. In this type the individual schools in each of four supervisory districts send representatives to conference where is nominated more than the allotted number of

members allowed in the council to represent the fourteen groups. The chairman of the four conferences prepare to ballot with all the names of the candidates on it and indicate the number to be elected. The ballots are printed and distributed thru the principals to the teachers, who mark them and return them thru the principals to the four chairmen who act as a canvassing committee. The results of the election are announced thru this committee.

Purposes of Councils.

The purposes for establishing teacher councils are set forth in their constitutions and elsewhere. There are over two score of "purposed" stated in the constitutions of about 50 councils. By grouping these it is possible to reduce the number to the following: advisory; to promote cooperation; to promote the welfare of the school; to raise the standard of the teaching profession; to assist in financial readjustment; to affiliate with the A. F. L.; to participate in community affairs; to give teachers an organized means of expression; and to give the superintendent advice on school matters.

Most of these purposes are not well stated. They are so general that they are not helpful. Taken literally, "to secure cooperation," would seem to imply that the founders of the council were seeking to originate a new quality which did not exist. In truth no school can exist without cooperation in a large measure. If the statement means cooperation in more points than then existed, or in higher degrees, it would be more pertinent and helpful to include in the statement of the purpose these points where cooperation was to be established or to be increased, as, establish cooperation in making a new course of study in English, if teachers had not helped before; or increased cooperation in classifying pupils more scientifically if they had been doing something in classifying before. Purposes for organizing councils should be stated in terms of the tasks to be done rather than in terms of a hope that some desirable social quality will develop as a result of the activities of the council.

The real test of the teacher council comes in the tasks it undertakes and in the degree of success with which it accomplishes them. If these are trivial or useless or tasks clearly not in its province, the council has failed as an institution in the schools. If for solutions to problems it adopts conclusions which conditions do not warrant or in which any reasonable right thinking person cannot concur it is a failure. Or if it arrives at conclusions colored by prejudice it must be conceded it has failed.

Work Done of Value.

Among the councils studied, over fifty tasks have been undertaken. None of these tasks are trivial, useless, or out of its province. For brevity I shall summarize the different tasks which have been undertaken by councils under ten heads, as follows: Constructed or reorganized courses of study; adopted textbooks and materials for teaching certain subjects; established methods of instruction for different subjects and classes; built up teacher-training requirements and courses; constructed teacher rating systems; reorganized the rules and regulations of the school; modified building plans in some details to result in better service; built up more comprehensive system of reports; helped increase salaries and reconstructed the

Read before the National Council of Education, Atlantic City, Feb. 26th.

financial conditions in the district attending thereon; and cooperated in community work.

The success with which these tasks have been undertaken is attested by many superintendents who have used the organization. Space permits the quotation of but one or two of these. Dr. Spaulding says: "My experience has confirmed me in my confidence in cooperative administration." Former Superintendent Dyer of Boston says: "I desire especially to commend the constructive work of these councils and organizations. They are to this school system what the research and testing laboratories are to the great manufacturing concerns."

From this brief and hasty review of the teacher council let us consider the relationship shall be established in organizing and instituting the teacher council in the schools.

Recognition Now Accorded.

What relationship shall be established between the teacher council and the board of education? There are three possible and existent relationships among teacher councils now established. These are: (1) No recognition legal or official. By far the largest number of councils studied come here. (2) Official recognition thru the incorporation in the board's minutes or rules form of recognition; and (3) legal recognition thru the city's charter. The St. Paul council and the proposed council for Washington, D. C., have this form of recognition. No state has yet passed laws recognizing the teacher council in the schools.

Theorists advocate legislative recognition. Whether this will ever be given will depend upon the insistence of the demand for such recognition. What the value of recognition thru the city's charter is it is difficult to say, as no evidences were forthcoming as yet. No recognition is diametrically opposed to the purposes for which the council is established. Since the organization aims to be helpful in formulating desirable school policies the board must recognize its efforts and give it the advantage of an official hearing. Nothing less could be just. Official recognition by the board is the type that seems most desirable at the present time. When the state legislatures guarantee the existence of the council in the schools its recognition must be complete.

Growing out of the board's recognition of the teacher council there is another relationship to be established. What shall be the superintendent's relation to the teacher council? At least three different types are in existence. These are: (1) the "parallel type" in which both the superintendent and the teacher council work along a parallel line with as many interchanges as possible, each reporting to the board. The Dallas council used this type. It is not the best, as it tends to create two heads to the school system. (2) The "dominated type" in which the superintendent has complete control over the council, even to the extent of appointing and dismissing its members. In strict definition these are not teacher councils, whatever else they may be. It puts the council so completely under one man that there is little hope that it will do any effective work on its own initiative. (3) The "responsible thru the superintendent type" in which the board recognized the teacher council in the schools, assisting the superintendent in arriving at desirable policies for the schools. The superintendent embodies the recommendations of the teacher council in his recommendations to the board.

A Danger.

There is always a danger point in this last relationship in that the teacher-council organization may assume a "mob mind" attitude and appeal to the board of education direct without the intervention of the superintendent. If the

idea gets abroad that the superintendent does not favor the policies advocated by the teacher council and is not trying to secure their adoption by the board there is likely to be this direct appeal. Almost invariably this must create dissension. Of course there is no way to stop this direct appeal, nor would it be advisable to do it if it could be done. It is done without the teacher council and, perhaps, it will be done with it. Here is a relationship that must be worked out; it must be recognized and dealt with in an open and above-board manner.

Several plans are being tried by the organizers of the councils to forestall this condition. The Newark council provides for joint meetings with the board of education. The Cincinnati council provides for reporting to the board the action of the council. The New Britain and the Republic councils use the conference committee plan. The Oakland council uses a representative from the council to the board of superintendents which is the policy-making body for the schools. The council advocates its policies to this body direct thru its representative.

Another relationship to be established is, What power or authority is to be granted to the council? Almost all councils, now, have the advisory relationship established, and so long as everyone is acting in good faith this type will be satisfactory. As soon as confidence and good will are destroyed no organization can function desirably. It is intended that the teacher council shall assist in building up these high qualities thru the opportunity it affords for cooperative action in solving the problems that need solution in carrying on the schools.

The council may have to be given mandatory power in certain problems as soon as we can discover what these are. Only by giving the council the power to dictate certain policies can there be developed in it the proper sense of responsibility for its actions. When the teacher council must command what is to be done in certain cases in which teachers alone have the best power to judge, then may we expect to develop a proper responsibility for action in the organization.

Relations to Teaching.

Another problem is what relation shall be established between the teacher council and the body of teachers, principals, supervisors, etc., which it represents. The two phases of this problem are, How shall the teacher council members be kept informed regarding the wishes of their constituency, and, How shall the constituency be kept informed regarding the action of the teachers' council group? Very little has been done by any of the councils to solve these problems. As a result one of the complaints against the council comes here. It is complained that the council voices the sentiment, not of the constituency, but of the individual members. Also, the council members feel that the constituency is doing nothing to instruct them.

Some of the councils already established recognize these defects and have written into their constitutions a statement requiring the council members to get the opinions of the constituency and making it imperative that the constituency be kept informed regarding the action of the group. But as in all cases where a rule is promulgated without an efficient means of carrying it into effect, the rule suffers. This is a serious defect in the councils today, and must be remedied. The solution of this problem requires nothing less than some organized and recognized means, simple and natural, thru which the representatives can receive the consensus of opinion of the group electing them, and whereby they may give to the group the results of the action of the council group.

Expert Opinion and Councils.

Another problem that should receive some consideration in establishing the teacher council is the matter of how expert opinion shall function most effectively in the scheme. It must be conceded that expert opinion is a very potent factor in the conduct of any organization and not to provide for its functioning is a defect that puts a severe handicap upon the organization. We may have a very exalted opinion of the Jacksonian type of democracy and believe that the masses will always guide their own destinies to proper ends if given enough freedom. But, there is a vital thought in the Jeffersonian type in its provisions for the functioning of leaders of thought. Three different plans suggest themselves: (1) expert opinion to be drafted by the teachers' council on its own volition; (2) no important policy could be adopted by the teacher council until expert opinion had given it a fair consideration; and (3) have the conclusions for the teacher council subject to it after they had been adopted. There is a tendency to have the teacher council draft expert opinion in its deliberations rather than to compel it to do so or to have its conclusions subjected to it after they had been drafted and before being adopted. This is a fair tendency and one much more in harmony with the spirit that should be maintained in the organization.

The Democratic Fundamentals.

The fundamental idea upon which the council rests is much older than the organization itself, and, perhaps, has its roots in the soil that nourished democratic aspirations in the works. However, Dr. Dewey's statement made in 1903 crystallized out of these aspirations the idea of the council. "What does democracy mean," he asks, "save that the individual shall have a share in determining the aims and conditions of his own work?"

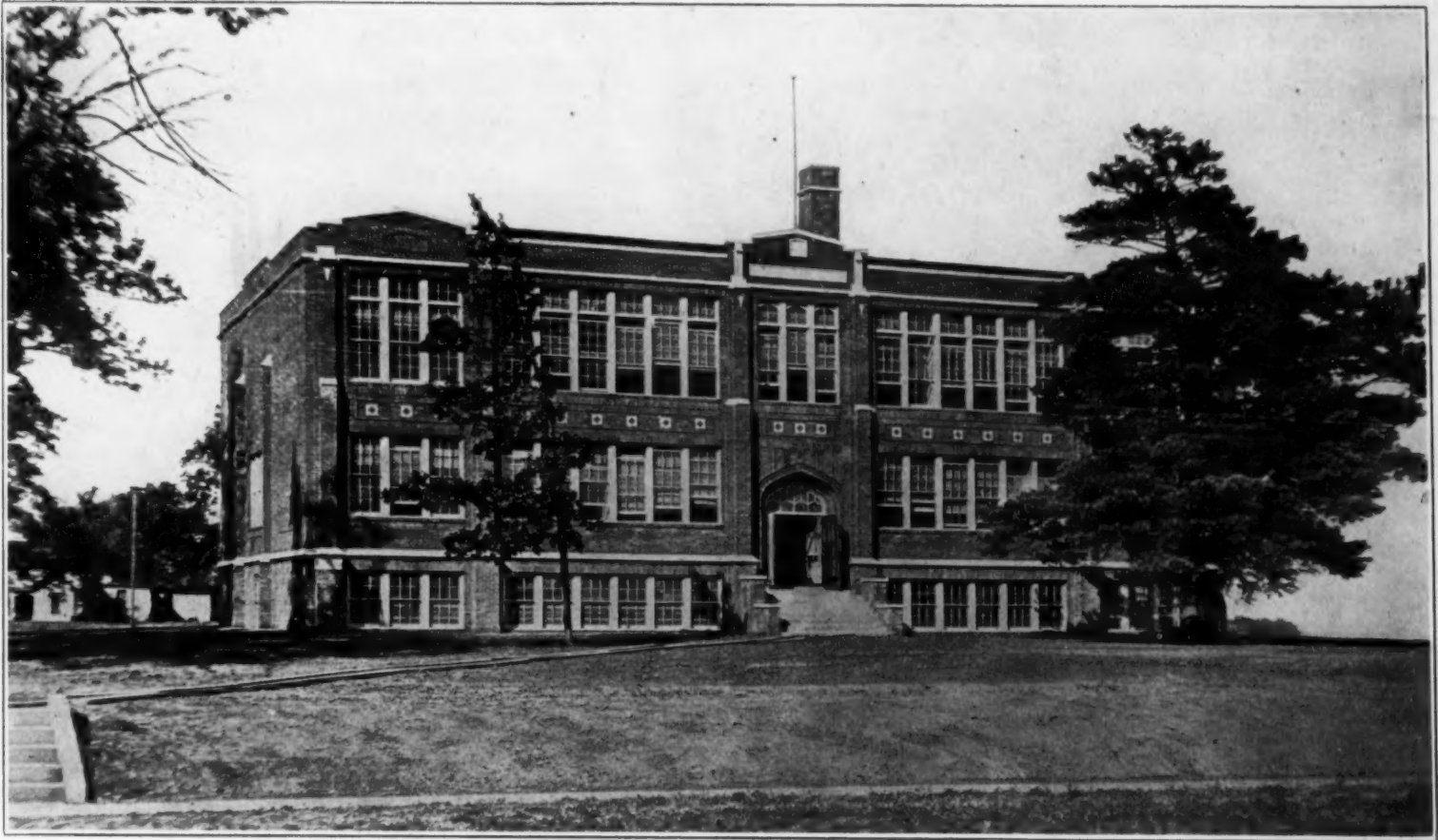
From this statement two others follow as corollaries. The first, "only by sharing some responsible task does there come a fitness to share it," proclaims a conditioning principle of growth for the individual in professional and intellectual betterment. The second, "thru the free and mutual harmonizing of different individuals the work of the world is done better than when directed by the few, no matter how wise or of good intent that few," proclaims a conditioning principle of growth in well being institutions.

The principle of "learning by doing" is not uncommonly used today in our various technical and training institutions. The principle of "bettering institutions having all workers in them assist in determining the governing policies" is not so commonly recognized altho we seem to accept the principle, governmentally.

Thus the philosophy upon which the teacher council is presumably builded is relatively simple and hopeful. Its embodiment in an organization that permits its fullest operation is more difficult.

It must be conceded that the council idea is striking at a vital defect in the organization of our schools. Not that anyone has willed the defect or its perpetuation. It isn't the defect that precipitated the struggle that was waged to secure Magna Charta, the Bill of Rights, or the ballot. The administrative and the teaching groups have no such diverse interests, or rather, self-interests. Both groups have a common interest—the betterment of our common heritage, the schools and education. It is primarily a matter of development that is sought. It is a search for truth to guide us to higher values. There is no idea that the one group shall inevitably lose when the other gains, but that both groups shall gain when the work of the schools is done better. It is a gain in the com-

(Concluded on Page 113)



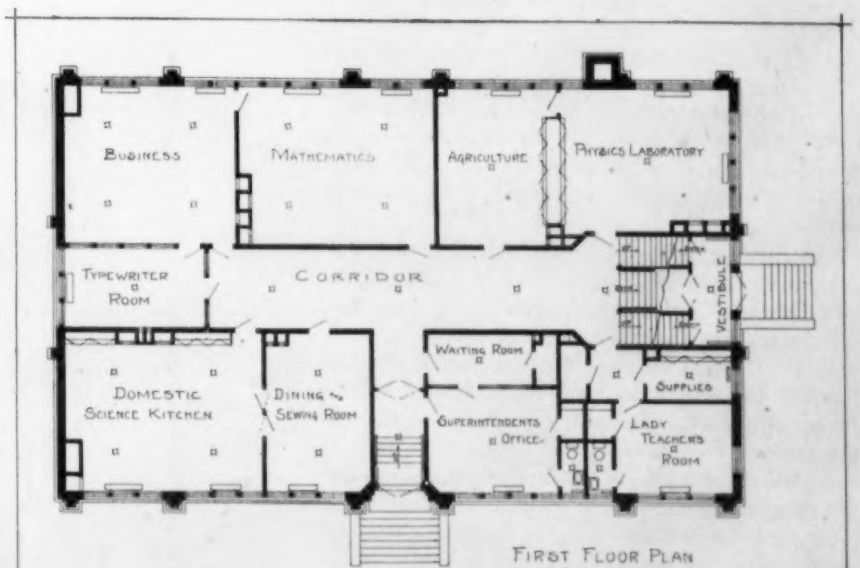
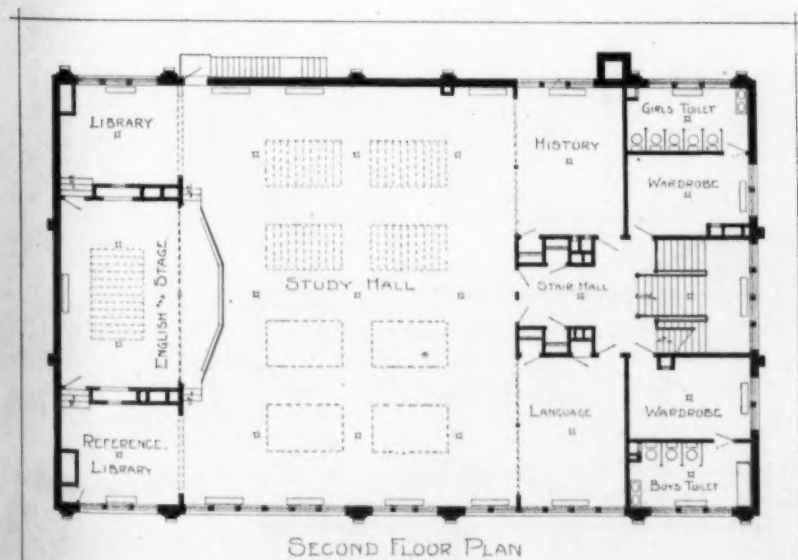
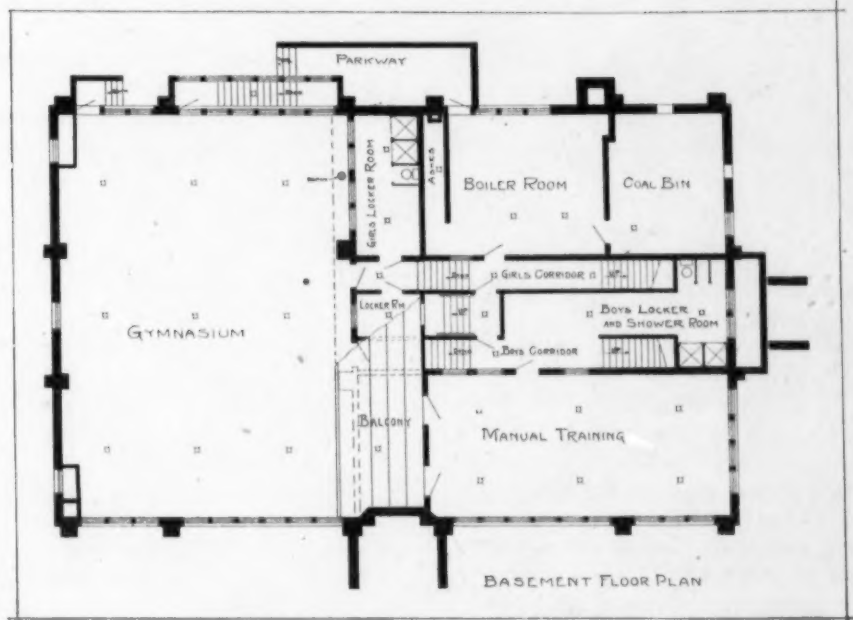
HIGH SCHOOL, TABOR, IOWA.

THE TABOR HIGH SCHOOL, TABOR, IA.

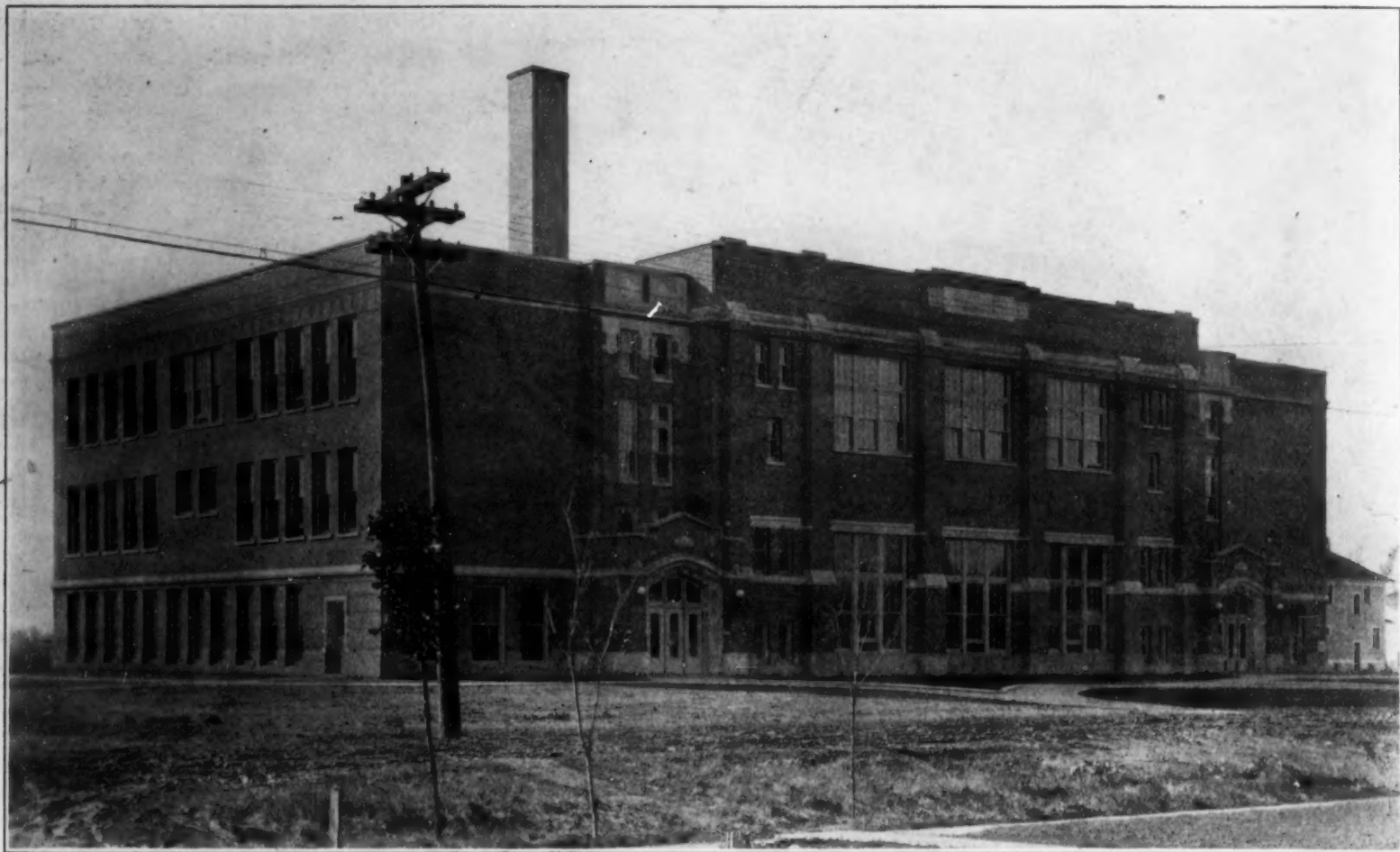
The planning of a high school is a more intricate problem than is appreciated by the average school board member and by the architect who has not had considerable school experience. Thus, the smallest building which houses from one hundred to two hundred students, involves difficulties in the matter of arrangement and correlation of space, and adjustments for flexibility in use, that require considerable study. The high school that deserves the name is necessarily planned to meet a complicated educational system and to serve community purposes.

The new high school at Tabor, Ia., is a carefully designed structure, planned to meet a very interesting local situation and to provide space for a complete rural high school and community building. The plan is exceedingly economical in arrangement and flexible in use.

The building is semi-fireproof, built of brick and reinforced concrete. The exterior is a rough, dark-brown brick, trimmed with terra cotta, with windows of Bedford stone. The building is 70 feet by 100 feet and is three stories in height.



FLOOR PLANS, HIGH SCHOOL, TABOR, IA.



WASHINGTON SCHOOL, ROCK ISLAND, ILL. Cervin and Horn, Architects, Rock Island, Ill.

In the basement are located the gymnasium, manual training room, shower baths for boys and girls, fuel and furnace room. On the first floor are the superintendent's office, the ladies' restroom and several recitation rooms. The upper floor contains the auditorium, the library, cloakrooms and toilets. There is also a room for a motion picture machine and an office for the principal. The auditorium has a seating capacity of 250 persons.

The interior finish is light oak, with hard maple floors, oak baseboards and stairways.

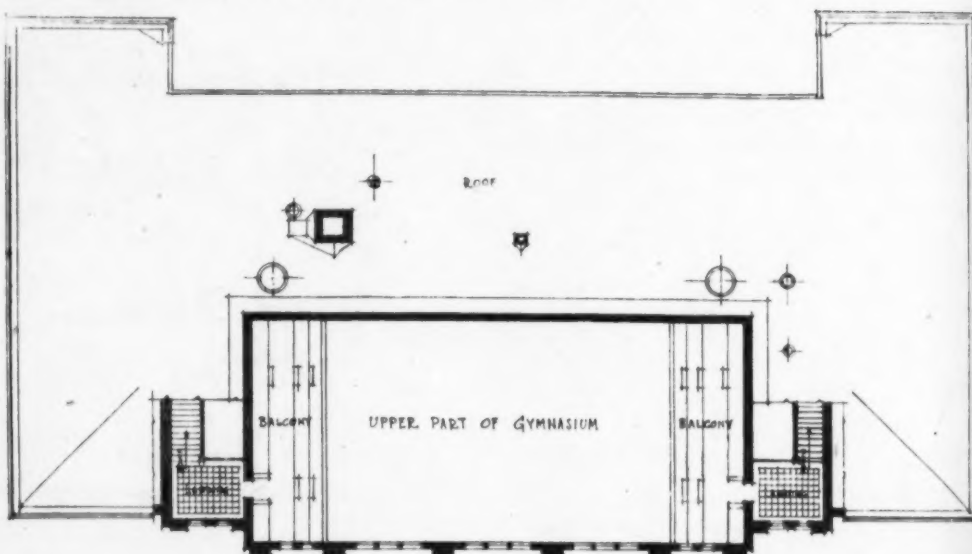
A gravity system of ventilation and steam heat is installed, with automatic control.

The building cost a total of \$80,000.

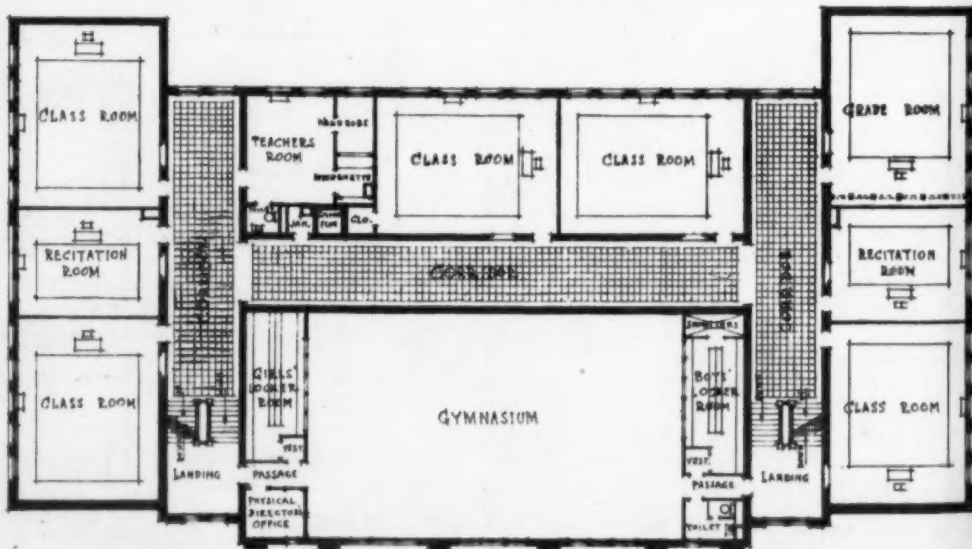
THE NEW WASHINGTON HIGH SCHOOL, ROCK ISLAND, ILL.

Rock Island has long had a Washington School, but it has not been used for several years. It was therefore fitting that the old name should apply to the latest school. This school, which was opened up to the pupils in September, 1920, is of the type known as departmental or intermediate school devoted to seventh and eighth grades. As it is located near the fringe of the city in a rapidly-growing section and some distance from any other school, there are some grade rooms. Eventually the building will be a complete grade and intermediate school when the additions have been built.

At present there are 26 rooms, exclusive of administration. Of these, nine are classrooms and three recitation rooms for the upper grades, one primary room and two grade rooms, making a total of fifteen rooms. On the ground floor is located the girls' department, consisting of a cooking school with pantry, sewing room with store room, dining room and a laundry. A corresponding portion on the other side contains the boys' department, a mechanical drawing room, a large woodworking room and a supply room. Here also is an auditorium seating 550 people with the balcony. Between the auditorium and the hall there are groups of windows

WASHINGTON SCHOOL - DEPT'L
ROCK-ISLAND, ILL.

ROOF & GYMNASIUM BALCONY PLAN

CERVIN & HORN - ARCHITECTS
ROCK-ISLAND, ILL.WASHINGTON SCHOOL - DEPT'L
ROCK-ISLAND, ILL.

SECOND FLOOR PLAN

CERVIN & HORN - ARCHITECTS
ROCK-ISLAND, ILL.

which can be shoved to one side and increased capacity gained for audience in the hall. The hall has a complete stage with movable scenery and dressing rooms. On the balcony is a booth for moving picture machine. The primary room already mentioned is also on the ground floor with a separate outside entrance.

The library, which is on the ground floor, also has a separate entrance so that it may be used after school hours. The public library board has already equipped this room with books and it is now used as a branch library. All of the rooms on the ground floor are so placed that they may be used with as little interference as possible with the rest of the building. In summer time the cooking school room will be used for community cooking demonstration. The woodworking room will be used by pupils from other schools. The auditorium is so arranged that it may be opened up direct to the entrance so as to close off the rest of the building. Collapsible gates shut off the halls from the auditorium when the auditorium is used evenings. Above the auditorium is a gymnasium, 38x65 feet, with a balcony at each end and dressing rooms under each balcony, with showers for the boys and a room for the physical director.

On the second floor is a dental clinic. Franklin School, erected a few years ago, has a similar clinic and it has been found a valuable feature. The administration section consists of a general office and a private office building, together with a vault and a room in which school books will be kept for sale to the children, and a teachers' rest room with closet and a kitchenette.

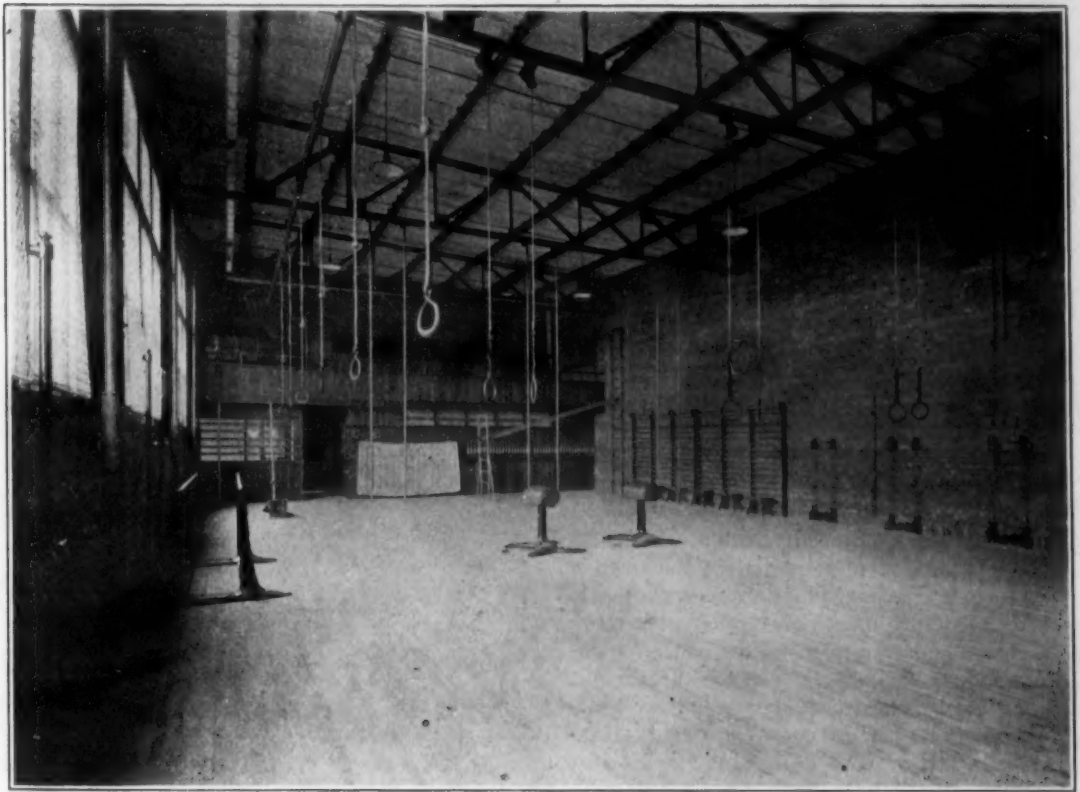
As will be noted, there are no study halls. Instruction is carried on with supervised classroom study periods, the pupils studying directly under the teachers of the subject in hand. The results are very satisfactory and comparison with study hall methods are easy for the Franklin School of practically the same capacity has a study hall. It is an advantage to have the teacher supervise the study of her own subjects.

The heating consists of a separate fan and radiator combined, called by the inventors Univents, located in each room, instead of having one large fan with ducts, thruout the building. This is a new development in heating and ventilating and has proven successful. It does away with concealed ducts, reduces cost and makes a more flexible installation, so that any room can be ventilated without reference to other portions. In the auditorium there are three Univents. The air is taken into the room thru the lower part of a window, drawn two times thru the radiator and then directed toward the ceiling. Falling to the floor it is forced out of the room thru a register in the door into the hall, and out thru two registers in the ceiling of the upper story and roof ventilator above. The coal room is outside of the building so that wagons drive over same and discharge down into the vault.

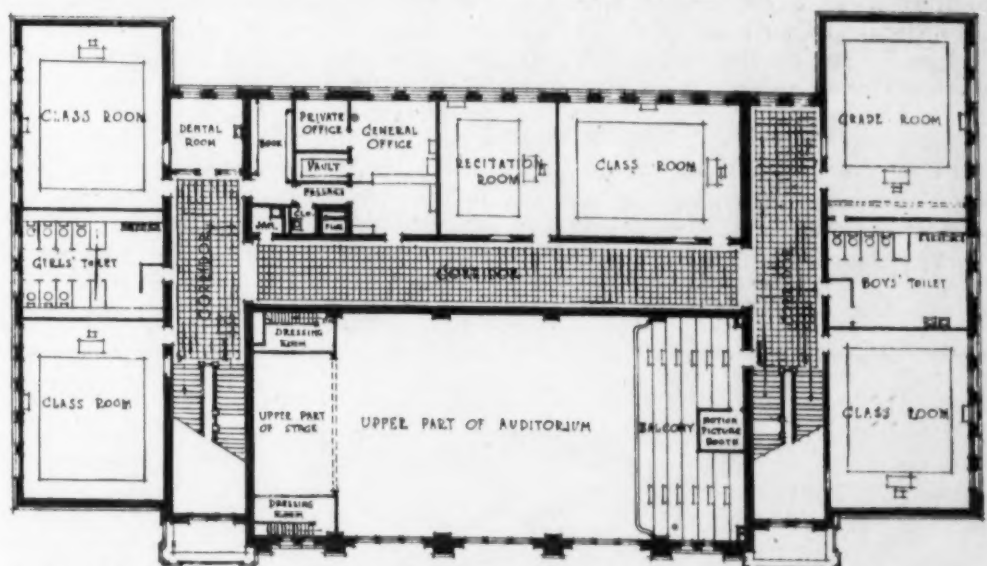
The building is fireproof with brick walls and reinforced concrete floor and roof construction. The exterior is faced with vitrified brown brick and stone trimmings.

As the school is located in a rapidly growing district, the board has looked forward to future expansion and has so planned the building that six, twelve or eighteen rooms may be added as may be required, without disturbing the present arrangement.

The total cost of the building was \$175,000. As it was erected during the trying times of after the war conditions with rising prices and endless labor difficulties, this building will in some respects stand as a war memorial in Rock Island. The total present capacity is 600 pupils.



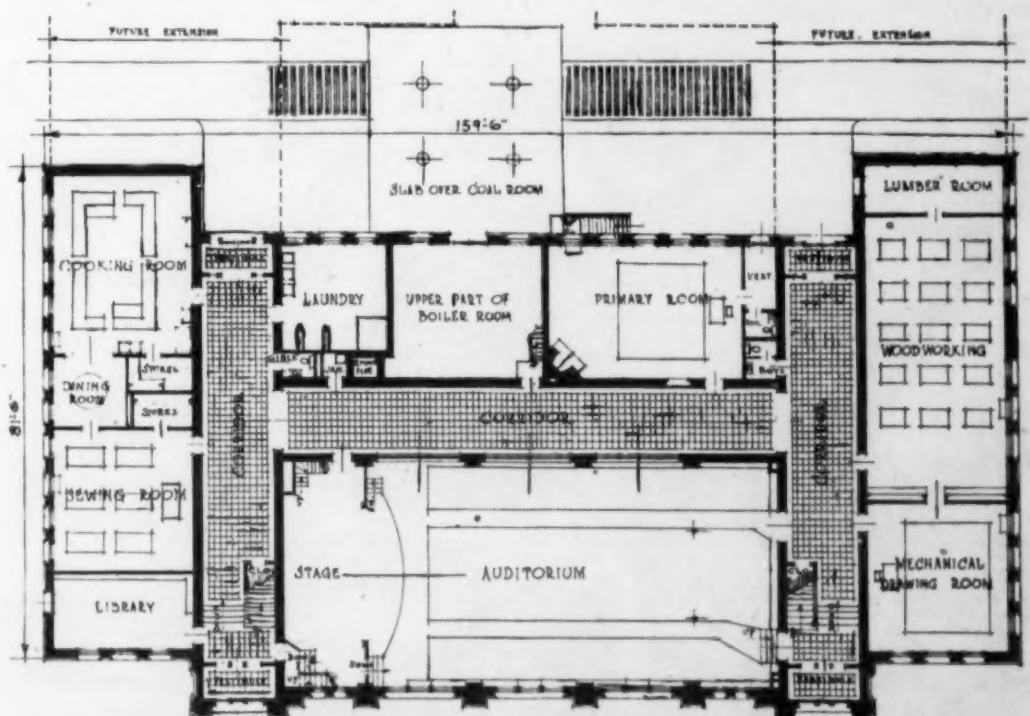
GYMNASIUM, WASHINGTON HIGH SCHOOL, ROCK ISLAND, ILL.



WASHINGTON SCHOOL-DEPT'L.
ROCK-ISLAND, ILL.

FIRST FLOOR PLAN

CERVIN & HORN-ARCHITECTS
ROCK-ISLAND, ILL.



WASHINGTON SCHOOL-DEPT'L.
ROCK-ISLAND, ILL.

GROUND FLOOR PLAN

CERVIN & HORN-ARCHITECTS
ROCK-ISLAND, ILL.

The Crane Community School, Windsor, Mass.

THE CONSOLIDATION PROBLEMS CONNECTED WITH IT

David J. Malcolm, Superintendent of Schools, Hinsdale, Mass.

Windsor, Mass., is a sparsely settled farming town of low valuation in the western part of the state, high up among the Berkshire Hills. Its 75 children of school age live in widely separated settlements and probably twelve miles or more of the worst kind of roads lie between families living at the extreme corners of the township. The winters are severe and many of the roads are impassable several months each year. With these conditions to contend with, the problem of combining four schools into one presented almost insurmountable obstacles.

Mr. Z. Marshall Crane of Dalton, Mass., removed the first difficulty by giving the town a complete modern school plant. This building is a wooden structure of colonial style, with three classrooms, a community room, a room for manual training, and another for domestic science, and is heated by two woodburning hot air heaters. About ten acres of good farming land go with the building. The entire cost was about \$15,000.

The community room houses the town library and is fitted up with comfortable furniture, pleasing pictures and an open fireplace. This room is open for any meeting at any time. It is the people's room and no rules have been made limiting its use. Recently it was used for the funeral services of a prominent citizen. Kindling is always ready on the andirons and if the ladies' sewing circle, or the farm bureau people, or the selectmen want a place in which to hold a meeting, they simply light up, and a cosy room is ready. A large classroom fitted with movable desks adjoins this room by a fold-



CRANE COMMUNITY SCHOOL, WINDSOR, MASS.

ing partition. When this wall is thrown back the two rooms combine to make an assembly hall that will seat 250 people at dinner tables, or accommodate twice that number at dancing.

Having the town library so near the children promises great results and we hope it will be the means of cultivating a book habit in every home. The teachers act as librarians and guide the children in selecting their books, keeping in mind the fact that parents usually like to read when there is a good book in the house. The school has about seventy pupils and two teachers. The third classroom is not being used.

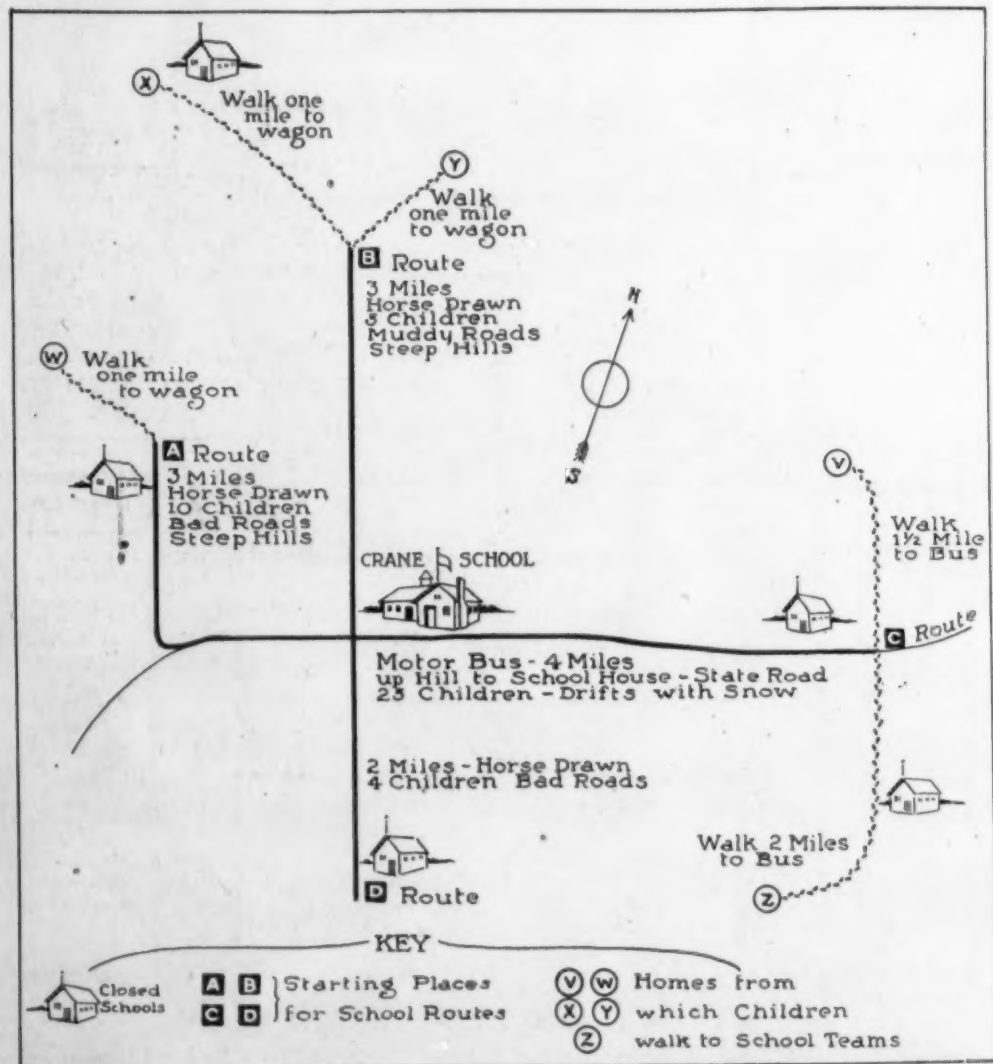
Work in manual training and domestic science will not be started until more funds are available, but the domestic science equipment is being used for warm noon lunches which are prepared by the older girls.

The severe Berkshire winters, which necessitate closing schools in this neighborhood each year for eight or ten weeks, accentuated our heating problem. It practically put the question of steam or hot water heat out of consideration and left us no choice but hot air. As the building is ten miles from the railroad, coal could not be considered for fuel, and we had to select a wood-burning heater. Two such apparatus have been installed in the basement and are giving fair satisfaction, but when the thermometer hangs around ten and fifteen below zero and the wind is blowing a gale, as is usually the case, it requires a good heating system to warm a building on Windsor Hill.

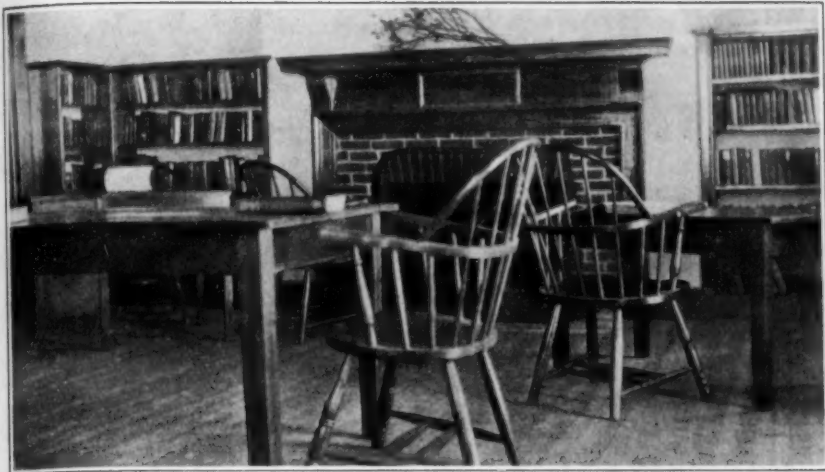
Water for the school is pumped from a spring 600 feet from the building to a tank in the attic by a hot air engine in the basement. The sewerage empties into a tank that is designed so as to make it absolutely impossible for the overflow to reach the source of water supply. The hot air engine requires very little attention. A small fire is built in an oven-shaped firebox and when enough heat is generated the pump starts and keeps going until the fuel is gone. This is usually long enough to fill the tank. Each room is lighted unilaterally and is scientifically ventilated.

So much for the building. The next question is the cost of maintenance. The expenditures for the first six months would seem to indicate that there will be an increase of about twenty per cent in our running expenses. But the attendance improved eleven per cent over that of last year and the quality of instruction probably very much more, for laying aside the argument of better results with better equipment, teachers being human, are bound to do their best work where they are constantly under public observation as is the case here where visitors are continually appearing. Therefore, basing my opinion upon six months' trial, I am sure we are getting much more value per dollar than ever before. And that is really what the taxpayers demand.

The transportation problem is the hardest to solve, for the roads are bad and hilly and many families live on farms almost impossible to



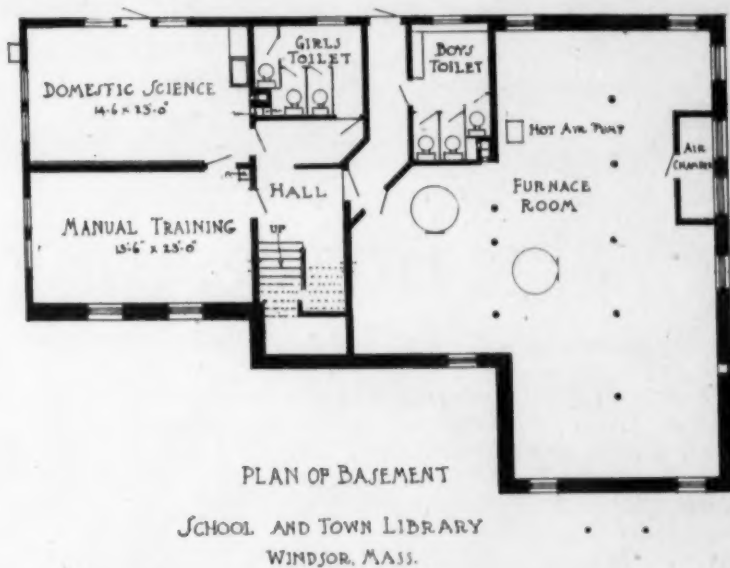
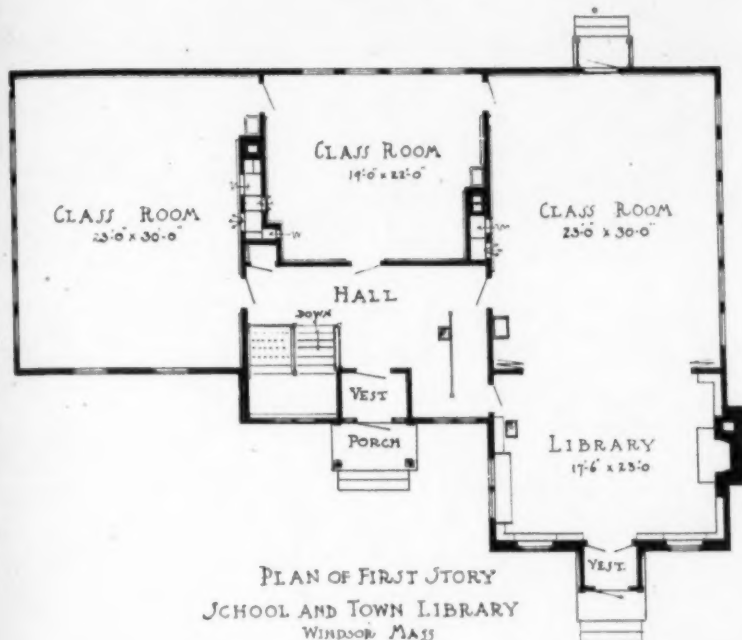
THE WAGON AND AUTOMOBILE ROUTES OF THE CRANE COMMUNITY SCHOOL, WINDSOR, MASS.



A CORNER OF THE COMMUNITY ROOM AT THE CRANE SCHOOL,
WINDSOR, MASS.



THE TRANSPORTATION TEAMS, CRANE COMMUNITY SCHOOL,
WINDSOR, MASS.

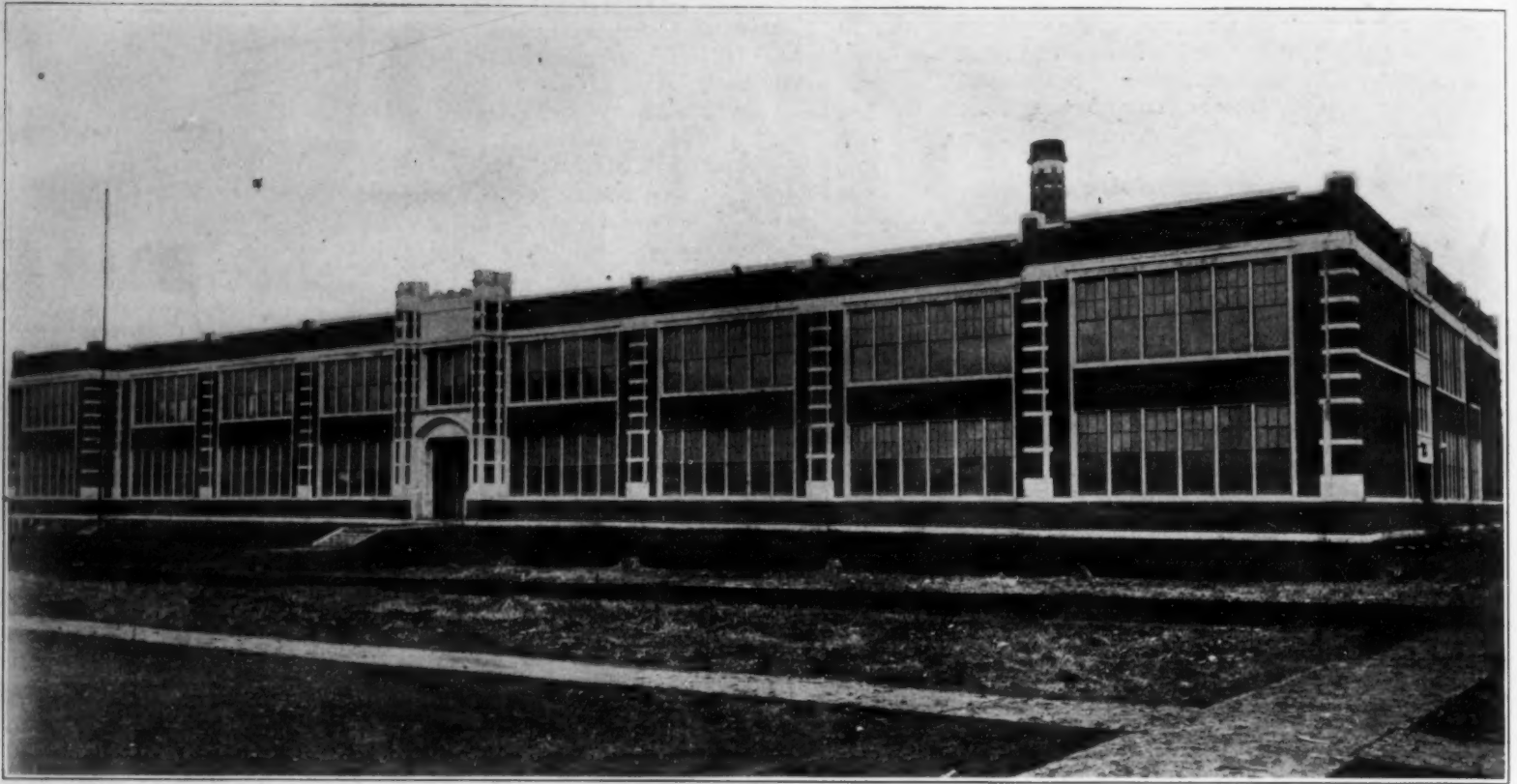


reach in winter. Four routes are necessary. One is covered by a Wayne school car, the other three by horse-drawn vehicles. Children meet the teams at certain places, which means that in many cases children have a long walk before they begin to ride, a very unhealthy arrangement which we hope to remedy as rapidly as our finances will allow. We hope sooner or later to have a team call at every door, in bad weather at least. The accompanying diagram may indicate some of our problems as far as roads and distances are concerned, but only the All Wise Providence knows how deep the snow will drift before night and if the teams will be able to get thru safely and what kind of a winter we are going to have. Windsor is so windy that it is commonly said some of the roads seem to drift full with the first heavy frost. School opened this year in August, and if we find it necessary, next year we shall open in July. In this way we hope to get in a term of 36 weeks. Fortunately, there is no special summer work for children in Windsor, so there will be no great opposition to a summer session. However, deep snows and windy days keep little children locked in stuffy houses when school is closed and we feel that a vacation in winter will not take the place of one in summer, so we shall try to do as much teaching as possible during the bad weather.

The people of Windsor are united in their determination to give consolidation a fair trial and if it proves practical here, it is safe to say it can be employed almost any place, for financially, climatically and geographically few towns are more badly handicapped than is Windsor.



DETAIL OF ENTRANCE, WASHINGTON SCHOOL, ROCK ISLAND, ILL.



THE BRITT SCHOOL.

THE BRITT, IOWA, SCHOOL

G. L. Lockhart, Architect, St. Paul, Minn.

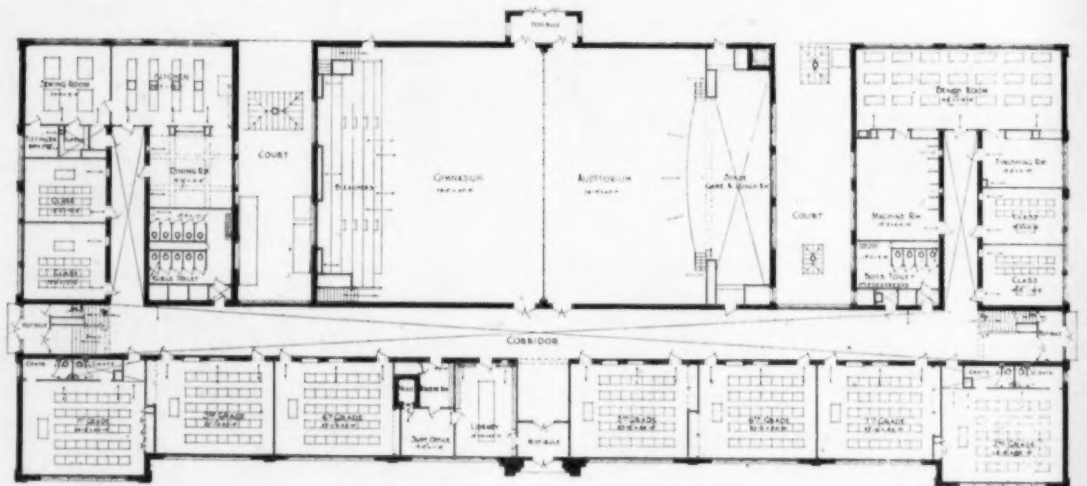
It may be interesting to learn under what difficulties a school board succeeded in planning and erecting one of the most complete schools in Iowa—a building in a small town of one thousand people, having all the conveniences and the equipment of a large city school.

The Bond Issue.

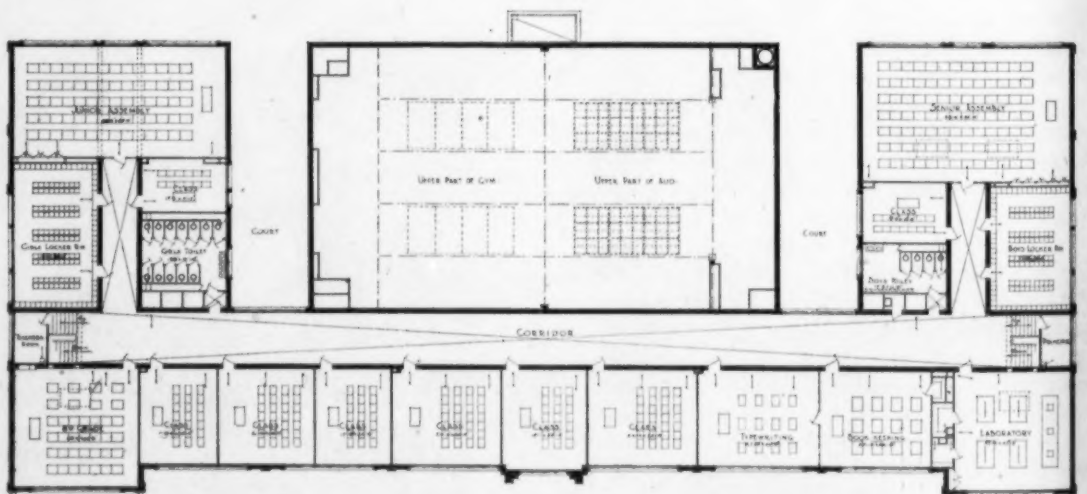
The land in Britt, Iowa, the town in which this school was erected, was valued at \$60 to \$70 per acre for assessment purposes. This was a ridiculously low figure when compared with the selling cost which at the time was \$200 to \$400 per acre. Under the Iowa laws this low valuation, made it impossible for the Britt school district to vote a bond issue in excess of \$115,000. The board of education, however, proceeded to vote bonds to the amount of \$200,000 in two issues of \$140,000 and \$60,000 respectively, in order to determine the feeling of the people toward a large, commodious school building. After the final votes were cast only eight were counted against the issue which was a very satisfactory report when it was taken into consideration that the amount of bonds voted could not immediately be sold due to the legal limit imposed by law. The building was planned accordingly with all desirable accommodations, bids were received and contracts let for \$220,000, which sum included the complete construction of the building, its equipment and the architect's fees. Bonds in the amount of the legal limit, \$115,000, were sold and the school board estimated that the balance of \$105,000 could be secured by direct levy for two years. The work was, therefore, started and the building was completed, ready for use, in October, 1920.

Completeness of the Building.

Believing that the children of Britt were entitled to the same educational advantages as children of larger cities, the board, with a broad vision of the future possibilities of the district, decided to plan for the future growth of the school and the possibility of consolidation with surrounding country district. Consequently the building was planned larger than necessary for



GROUND FLOOR PLAN



FIRST FLOOR PLAN

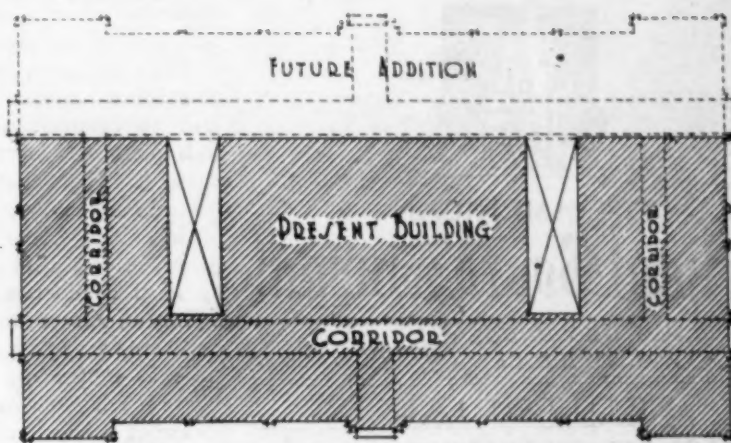
FLOOR PLANS OF THE BRITT SCHOOL. Mr. G. L. Lockhart, Architect, St. Paul, Minn.

the present needs and with the idea of enlargement. The question of a lunch room was discussed and it was decided to omit this feature until the rural consolidation should take place.

The various departments of manual training, domestic science, and commercial and science laboratories are complete and ready to care for the requirements of a fully accredited school.

AREA SQ. FT.	SCALE OF EFFICIENCY - BRITT SCHOOL BLDG	
24438	INSTRUCTION NOT LESS THAN	50.7%
26285		53.78
9775	STAIRS AND CORRIDORS NOT MORE THAN	20.
9776		20.
5865	ADMINISTRATION NOT MORE THAN	12.
5193		10.65
4888	WALLS & PARTITIONS NOT MORE THAN	10.
4514		9.23
2444	FLUES NOT MORE THAN	5
886		1.82
1466	ACCESSORIES NOT MORE THAN	3.
2222		4.54

EFFICIENCY CHART OF THE BRITT SCHOOL.



BLOCK PLAN OF THE BRITT SCHOOL, SHOWING EXTENSIONS.

A large, well equipped gymnasium and a swimming pool of standard size with locker and shower rooms, as well as a large auditorium and stage for lecture and entertainment purposes have been provided for. The building is arranged with two study halls for junior and senior high school, numerous class recitation rooms and comfortable grade rooms, making the school complete for all purposes. A large community library is situated near the main entrance adjacent to the superintendent's office and reception room.

A Community Building.

The building was planned as a community center and its first open night as such justified this planning. It was opened with a class play with an audience of 1,200 people. The auditorium has folding doors at the rear which are twenty feet high and when open combine the floor of the gymnasium and the auditorium. Opposite the stage, which is large enough for a grand opera company, in the gymnasium, are tiers of bleachers making it possible to seat the entire floor of the gymnasium all in close view of the stage. It is thus possible to accommodate 1,500 people which is sufficient to justify high class productions, bringing the advantages of the city closer to the country.

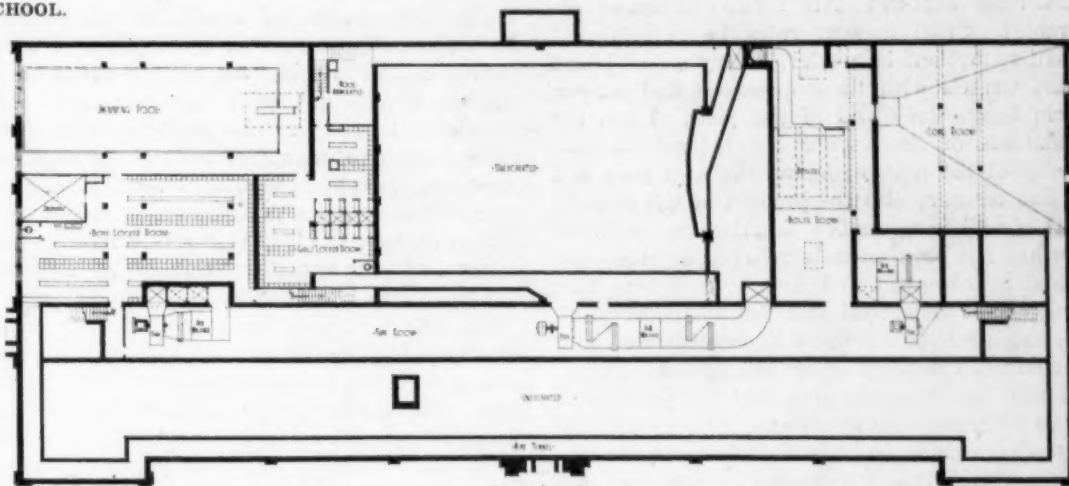
The building is fireproof in construction. It is built of reinforced concrete, brick and tile, with concrete stairways to the basement and to the second floor. At either side of the auditorium and the gymnasium are entrances leading directly from the sidewalk on the one side and the main corridor of the building on the other, only two steps above the ground. This makes it possible for older people to attend school entertainments without the fatigue incident to climbing stairs, and safe exits in case of fire.

The Swimming Pool.

When we think of having a swimming pool in a school building, we immediately connect the idea with a large city high school and an expensive building; rarely do we hear of one in a rural school or small town school. Yet, why not? Are the children of large city schools any more entitled to such opportunities? The Britt school board thought not, and as one member who was scoutmaster for the local troupe of boy scouts saw doubly the advantage of having it, the boy scouts of Britt may now pass their tests with the best of the city scouts and not wait for the next summer's old muddy "swimmin' hole."

The 20 ft. by 60 ft. pool in the basement of the building is well lighted by windows and skylights in the courts and is tiled with white tiles and curb. It varies in depth from 3 ft. to 8 ft. and has a springboard at the deep end. Swimming trolleys are suspended over the pool for beginners to use while learning.

The water is sterilized by the use of the



BASEMENT PLAN OF THE BRITT, IOWA, SCHOOL, G. L. Lockhart, Architect, St. Paul, Minn.

infra-red, ultra-violet ray method. The water is first circulated thru filters, then thru a mercury light where it is sterilized and pumped back into the pool. Water thus treated is so clear that a cent on the bottom of the pool floor can be clearly seen thru 8 ft. of water, and a person standing at one end of the pool can see the bottom the full length of 60 ft.

The advantages do not stop here. The town of Britt could scarcely afford a club with a gymnasium and a swimming pool, but it can use the school with its special lockers for adult classes. When Dr. Denny and his contemporaries advise reduction of adipose tissue, the daily swim, pulley weights and other equipment may not be available at the club, but the two blocks' walk from the center of town makes these conveniences at once available in the community building otherwise used for educational purposes.

Domestic Science Department.

Assuming you are a visitor going thru this building, we now take you to the domestic science department for a cup of tea or afternoon luncheon. The large dining room adjacent to the kitchen, with its beamed ceiling and built-in buffet, reminds one of a large dining room in a country home. It is planned with a view to use by the mothers' club, for entertainments, etc., and for get-together buffet luncheon when the building is used for community gatherings, etc.

Ventilating System.

While going thru the building, visiting various departments, you noticed the sweet, pure air in all the rooms. Its freshness reminded you of a gentle spring breeze after a rain, so invigorating. Upon investigation you found it was caused by three large fans. The air first passes thru three air washers, where it is cleaned and properly humidified before entering the rooms. The freshness is due to the air washer sprays, cooling and adding the necessary moisture to the air.

From the toilet and shower rooms the air is

drawn out by positive exhaust fans. You were especially pleased by the clean, sanitary effect of the tile floors and the enameled finish of the toilet rooms. A washable enamel was used to make it possible to wash off any undesirable writing which might appear and thus keep these rooms clean and wholesome. Toilet rooms are placed on each floor, both both boys and girls, to eliminate stair travel.

After having seen these departments for the community side of the building, you pass on thru the strictly school departments. You find them well lighted, conveniently arranged and proportioned, as you will note by examining the standardization scale shown herein, and you will pass out well pleased with the possibilities for the advancement of education and the community spirit which is made possible by such a building.

A western superintendent is quoted in the press of his city as saying that he favors increases for competent teachers when they have been offered more money elsewhere. He may have been misquoted but his attitude of mind is not unfamiliar and reflects the policy of many school boards before and during the earlier months of the war. It is this extreme application of the principle of supply and demand which caused the exodus from the teaching occupation during the past three years and which still embarrasses the schools.

Because the teacher spelled "tater" with a "p", an indignant parent at Louisville, Ky., argued that he was justified in taking his child out of an ignorant school. The judge fined the offending critic \$10 and costs and advised him to go to night school.

"The superintendent dare not hesitate and waver and platitudinize, and work out intricate curves of probable error in any procedure he may contemplate. Only educational experts and professors of education have academic leisure to indulge in such intoxicating emotions."—Superintendent Charles S. Meek of Madison, Wis.



THE AMERICAN School Board Journal

WM. GEO. BRUCE
WM. C. BRUCE } Editors

EDITORIAL

SCHOOL SALARY POLICIES IN 1920-21.

How shall teachers' salary schedules be adjusted for 1921-22? Are further increases desirable? Shall present rates be maintained? Shall reductions be made? Every school board must wrestle with these questions and answer them before July first of this year. Upon the soundness of the answer will depend the efficiency of the schools during the next year and in due measure also the product of the schools.

It is well to remember that the teacher shortage has not been entirely relieved as some few school boards seem to believe. It is true that the general industrial and business depression is bringing back hundreds of capable men and women who entered other occupations during the war, but it is also true that the permanent losses so greatly outnumber the returns that the latter have made no great difference in the situation. Then too the normal schools and colleges have reduced the number of their graduates, and practically all teacher training institutions still have materially reduced enrollments.

The fact that industry is cutting wages must not influence school boards to believe that teachers can be treated like common or even skilled labor. Teaching is wholly unlike a productive trade or clerical or sales service. As compared with the occupations of like preparation, skill and social value, teaching is still receiving far too little in the shape of financial return. Even the plumbers and carpenters, clerks and salesmen suffer 25 or even 40 per cent reductions in their incomes, they will still be well paid in proportion to teachers at their present schedule. Counting the value of the teacher's work in the terms of children's lives and American citizenship, what comparison is there with houses built, goods sold, or profits earned?

There will be enough teachers in September for all schools but there will be few to spare and there will be a shortage of the adequately trained, highly certificated men and women who must be depended upon to carry on the high standards of former years.

Any salary policy of school boards who have the welfare of their communities at heart must decidedly rule out the consideration of reductions in salaries and of discontinuance of the stated increases provided in existing schedules. In many communities some adjustments of schedules must be made in the direction of higher maximums for especial merit and experience. And there are numbers of smaller communities which are still below a fair schedule that will hold teachers from going to adjoining towns only by a further increase.

USING THE SCHOOLS TO ADVERTISE.

There has always been a tendency to use the American schools for propaganda purposes. The enthusiast in social and other reforms has always turned to the schools as a promising vehicle to exploit theories and movements and thru them impress an adult constituency. The result has been that school boards have been compelled to enact restrictive regulations in

SCHOOL BOARD JOURNAL

order to guard against an impairment of the real purpose of the school.

With the growing ambition of communities to excel in material growth and physical beauty, and to demonstrate progress and prosperity, well planned advertising campaigns have been devised. The natural advantages of the urban center, its achievements and possibilities are made known to the outside world. While campaigns of this kind have usually been conducted by local commercial bodies they have also, in instances, drawn the schools into their service.

Where this is done with a regard for the educational welfare of the child, in other words, where such movements, in keeping with the course of study, tend to widen a pupil's knowledge of his home town, no objection can be raised.

The Department of Education of Buffalo, N. Y., recently carried on a campaign of community publicity thru the aid of the schools and the results met with the approval of the press and the public. The pupils were asked to make a study of their city, write essays upon its economic, civic and social achievements, engage in correspondence with commercial bodies and editors thruout the United States, inviting estimates and comments on Buffalo as a great American population center.

The scheme proved successful in both ways. It afforded outside publicity and at the same time prompted a better appreciation of the home town. The pupils turned their attention to the physical essentials of urban growth. They wrote about parks, schools, libraries, factories, mills, commercial enterprises, local government and many other things. This cultivated a sense of observation and inquiry and prompted the pupil to secure an appreciation of the factors that make for town building.

During the recent war the bars were generally let down in city school systems for advertising and propaganda of desirable war and charitable activities. Since then many worthy, and still more unworthy, public and private movements have sought to use the schools and the school children. It is high time that the old restrictions be reenforced and that the schools limit themselves strictly to their own proper job of educating the children. The reaction in this direction may well be a little too severe so as to reestablish the old standards firmly.

WORTH CONSIDERING.

Mrs. H. B. Tutewiler upon assuming the presidency of the Indianapolis board of school commissioners recently, said in the course of her inaugural address:

I recommend a closer scrutiny into the different departments and economy in little things as well as the big. A better financial system abolishing waste and leakage. In the military department alone was a loss last year of thousands of dollars for suits not returned, lost books and other articles. The school board was obliged to refund the money to the Government. I recommend that the military committee take the matter in hand without delay and make some strict rules and see to their enforcement. I would suggest that one of the rules require each boy to pay in cash the price of his uniform and upon relinquishing of said uniform, even if worn out, that his money be refunded.

There is much wisdom in Mrs. Tutewiler's remark. In being "pound wise" it is not necessary to be "penny foolish." It is the small economies and the avoidance of small leaks in large operations that go to make up the sum total of profits in any business.

School boards like other public bodies, are far less efficient than private individuals and corporations. Building construction and maintenance, the purchase, distribution and use of supplies and equipment, the output of all labor are handled more quickly and economically in

business than in a public office or department. And while there may be ample reasons for the fact, the responsibility of public officials is therefore not reduced.

The present time of high prices and general retrenchment is excellent for school boards to study their organization, to examine their budgets and to scrutinize their purchasing systems. The application of common sense efficiency and good business methods will go far in reducing deficits and stretching funds to tide over the closing months of the school year.

SCHOOL REPAIRS.

School building repairs are handled by school boards in one of two ways. The older plan is that which has grown out of the contract system of doing public work and involves the taking of bids and the awarding of work to the lowest bidder. Under the newer plan the school board makes its own repairs by purchasing materials in the open market, and employing its own labor on a more or less permanent basis. The latter plan has many variations in practice and is by far the more efficient.

Where the contract plan obtains, it is common to find that school buildings are allowed to run down before the work is undertaken. The routine required for public lettings and the unwillingness of carpenters, plumbers, painters, etc., to bother with small jobs all combine to put off repair work. The result is that small defects grow into large ones and what might involve small expenditures become large ones. It is the small tear which becomes a large one, when a "stitch in time would save nine." The annoyance to teachers and pupils and the loss of school efficiency are hardly to be estimated in ordinary terms.

The organization of central repair departments in school systems is practical and economical in the long run. While there is some loss due to the fact that mechanics cannot be kept busy all of the time, this evil is very minor. In the large cities and in practically all cities over fifty thousand population there is more work than a well balanced crew can handle without keeping continually "on the jump." Losses due to long distance travel from one part of the city to another can be overcome by careful routine and by equipping the repair trucks with ample tools and fittings. Any slack periods can be profitably taken up with a well planned scheme for thoro overhauling of older buildings.

An efficient school repair gang requires a central workshop and warehouse, but this problem can easily be solved by using an old or abandoned school building in a neighborhood where business has crowded out the pupil population.

SALARIED SCHOOL BOARDS.

Several state legislatures are considering bills providing for the payment of salaries to school board members. It is not clear how or from whom the bills originated but their evil purpose and certain result are clear.

Every community has enough public-spirited citizens of first rate ability and experience to act upon the school board without offering compensation. In fact the more competent the man or woman, the less willing he or she will be to accept a salary.

To make the school board a salaried office is certain to make it sought for its salary. That means that it will be in the same class with the aldermanship and similar political offices. It means that politics will come into the school board office and that ultimately janitors and teachers will hold office because of their political affiliations.

Any school board member who needs a salary had better retire at once.

PROFESSIONAL STANDARDS.

No single means of maintaining a high salary level is more easily within reach of teachers than consistent effort for a higher standard of achievement.

In industry labor has become more efficient to a marked degree during the past year and example after example might be here given of factories which have increased their output ten, twenty, even thirty per cent without lengthening the hours or increasing the working force. This increased efficiency has been of as much value to labor as to the employer because it has enabled the latter to cut prices in accordance with the demands of the day without correspondingly cutting wages. Leading economists like Babson hold that increased production of the individual worker is the only salvation for maintaining a measure of prosperity in the United States during the next few years and that labor's willingness to cooperate will determine in large part the economic and living standards of the wage earners.

Educational outputs are not to be measured like those of factories; it is the quality not the amount of manhood and citizenship that counts. The teacher on her part will command respect in due proportion to her efficiency and the quality of her work. And as she convinces the community of her worth and her labor so she will receive an adequate financial return.

It is time, we think, to cease shouting the rights of teachers from the housetops and to merit the present increased salaries by sheer efficiency. The agitator who would have teachers reduce the superintendent's authority and check the legal prerogatives of the school board had better get back to her textbooks and supplement her last year's lesson plan book with some freshly gathered teaching wisdom.

SCHOOLHOUSE PLANNING.

An eastern town about eighteen months ago secured the services of two estimable educational experts in the preparation of plans for a new high school building. The two gentlemen worked out a scheme based upon what they considered the educational needs of the community, and a firm of expert architects translated the instructional requirements into a plan for a complete high school plant. The board of education in a flash of enthusiasm for community development and educational progress accepted the plans.

Then came the awakening. Under no possible arrangement of the community finances could the plans for the building be carried out. After a year of struggle, the board realizes that the plans for which twelve thousand dollars have been paid are worthless and that the entire task of planning and financing a building must be started from the very beginning. Meanwhile the community has lost interest and confidence and is even becoming antagonistic. The high school students are still housed in an old, inadequate building and a new structure is far off in the uncertain future.

We have no fault to find with the experts in this case, except that they failed to consider the ability of the community to pay for what they proposed. They overlooked the fact that the taxable wealth of the community would not permit bonding for more than one-half the cost of the building they declared to be absolutely necessary. The members of the school board are here more at fault than the educators because as business men they should have known what the town could afford and what it would be willing to pay for.

The whole incident, however, points to an erroneous approach to the problem of schoolhouse planning. The educator thinks only in

terms of educational extension and increased educational service. He doesn't couple the problem of spending school funds with the more difficult problem of obtaining them. He believes all expenditures for school facilities are justifiable, provided the community will stand for them.

In past years, when building prices were low and governmental costs relatively easy, so that taxes were an insignificant part of business and personal burdens, a free and easy policy in school expenditures was readily possible. At the present time when all costs are high and when there is an insistent demand for lower prices and reduced outlay in every direction, the approach to the schoolhouse building problem should be from the side of economy rather than educational extravagance.

From the educational side, every new school building plan should be studied to show what is clearly (a) necessary, (b) desirable, (c) valuable, but perhaps of doubtful desirability, and (d) unnecessary or extravagant. During the present year, it might be well to eliminate at the start everything that is unnecessary and even what is valuable but not necessarily desirable. The approach should be from the point of the absolutely necessary to what is in the middle ground of the desirable. This principle may be applied to every academic, vocational and physical education department of the school and to all proposed rooms for community use. The study may be further extended with considerable value to determine what portions of a building may be put to multiple use, to reduce as much as possible the number of stations per pupil and to make these serviceable during all periods of the day.

Architects have in recent years given considerable time and attention to reducing the cubic content and the floor area of school buildings to a minimum consistent with the highest efficiency of each individual plan. The committee on Standardization of Schoolhouse Planning and Construction of the National Education Association has devoted itself almost entirely to this problem and has set standards that greatly increase the efficiency of plans from the standpoint of cubage and floor area. The committee has by no means reached the limits of its endeavors. It has approached the problem of schoolhouse planning to learn how small a space can be used for maximum service for a given educational activity. This same idea should be applied by school boards in including facilities for special school studies.

That educators are generally inclined to overestimate their needs and to ask for space which might well be reduced, can be found in almost any large or medium sized city, where high school enrollment has grown to a considerable extent during the past two years. Example after example might be cited of school buildings that were planned, say for a nominal enrollment of 1,000 students, and that now comfortably accommodate 1,400 or even 1,500 without any reduction in instructional service or undue crowding.

It is not to be deduced from the foregoing that we do not advocate extension of educational service thru an enriched curriculum in every grade of the schools. Nor is it to be deduced that we do not advocate careful attention to future needs and future growth of the school population, due regard for future extension of the school plant. It is our belief, however, that there is no educational or business wisdom in extravagant planning during these times of high costs and unusual pressure on school funds.

AMERICAN TEACHERS.

The Indiana state senate has passed a bill requiring that all teachers in public and private

schools of elementary and secondary grades in the state shall be American citizens. The measure which is certain to become a law is to be entirely commended for all states and for local communities. As the Indianapolis News remarks, such a law "is not a slap at the foreign born teachers, because all who come within that classification have an opportunity to become naturalized. With this action in favor of Americanism in the schools it is hard to see how serious consideration can be given the measure thru which friends of the German language hope to bring it back into the elementary schools. It may be presumed that any person seeking a position as a teacher is prepared to teach the principles of American history and American institutions. A teacher may be foreign born and still be American at heart, thru having adopted this country as his own. A foreigner who remains a foreigner, when the way to Americanization is easy, must have some reason for it. Surely he has no place in the schools of Indiana. The extension of such a law to colleges and universities might prove a hardship, as foreign teachers frequently are employed to teach foreign languages, but in such cases their status is known; they are there for a special purpose and their conduct is under a sort of unofficial surveillance."

AS A MOTHER SEES IT.

The following advertisement appeared in a country town newspaper in Montana and is sent to the *Journal* by a superintendent of schools who vouches for the fact that it is written by the mother of a high school athlete and a member of high school teams. The advertisement speaks so strongly for itself that further comment here is superfluous.

Ouch!

Board Wanted—Place to work for—by high school boy, football and basketball player. Duties must not in any way interfere with games, school hours and school entertainments, demands of pool hall and movies. Must be furnished with large airy, warm room, personal attendant who understands physical needs of athletes, such as baths, rubs, cure for bruises, cuts, sprains, and all minor injuries; also a dietetical cook who is willing to regulate meals to hours of practice games, etc. Must have an additional wage sufficient to cover expenses of pool, movies, punch board, candy, cigarettes, and incidentals. Can give first-class references as to ability and willingness to loaf, smoke, chase girls, and otherwise conduct myself as a thoroughly up-to-date high school student. Will do my best to eat and lie abed, make work and trouble, loaf six to eight hours a day, and render my employer the high honor of being connected with a high school athletic hero who can win games only when the coach is right, the referee hand-picked, hall, floor and rooters made to order. Would also expect washing, pressing, mending and general repair of all clothing, etc. Send all communications to A. B. C., any high school, Anywhere.

Incompetence and inefficiency in the teaching force are invariably due to incompetent or negligent administration. In any school organization the failure of a teacher, if continued for any length of time, becomes a responsibility of the superintendent and finally of the school board. In every school system, no matter how democratic, individuals must receive correction and inspiration from above. There must be teamwork from top to bottom. And the individual who will not work in step must be eliminated.

After using simplified spelling for nearly ten years the National Education Association has "dropt" it. The executive committee submitted the question to a vote of the board of directors recently with the recommendation that simplified spelling be abandoned by the association in its publications. The vote of the board of directors resulted in favorable action, 50 to 9.



Teachers' Salaries

HOW SHALL MERIT BE EXPRESSED IN SALARY SCHEDULES?

Ira I. Cammack, Supt. City Schools,
Kansas City, Mo.

Believing that financial recognition of the character and quality of service rendered by the teacher is essential to the growth and development of teaching as a profession and necessary to secure the highest type of service, the salary schedule adopted in the Kansas City schools last year was framed with this idea as its determining factor. The recognition of merit by increased compensation was believed to be justified by the following:

1. That it is in accordance with the universally accepted idea of justice.
2. That it recognizes in principle and practice conditions now prevailing in commercial and industrial activities and in professions other than that of teaching.
3. That its general acceptance and incorporation in salary schedules will make strong appeal to ambitious, gifted young men and women to elect teaching as a life career.
4. That it furnishes a powerful, human, and legitimate motive to stimulate effort on the part of teachers already in the service to reach the highest possible plane of professional achievement.
5. That it will stimulate and serve as a justification for making more adequate preparation on the part of those who are preparing to teach.
6. That it will be a powerful factor in dignifying the profession and giving it a standing in the public mind which it has never possessed.

If quality of service could be fully, accurately and justly measured, I believe it should be the chief, if not the only factor in determining salary schedules. Until such time, however, when adequate methods and standards of rating teachers shall be developed the prominent factors which contribute to the professional preparation and improvement of teaching should be recognized and incorporated along with quality of service in the formation of salary schedules.

While the missionary spirit and altruistic ideals and motives must continue to be powerful factors in the professional life of the true teacher, recognition by advanced salaries to those who reach the higher planes of professional achievement will give teaching, not only among those who practice it, but in the minds of the public at large, a new interest, a new dignity, and a new life.

In accordance with the foregoing, the Kansas City schedule provides super salaries beyond the regular schedule provided for teachers possessing only the minimum qualifications in preparation and rendering service which is rated as "good" and "satisfactory." These salaries are based upon the four following factors:

1. Professional preparation beyond the minimum requirements.
2. Extended successful experience, or length of service.
3. Continued study and professional growth.
4. A superior quality of service rendered.

Briefly described, our regular schedule for all elementary teachers begins with the minimum of \$1,200 and progresses by successive steps to \$1,800 as the maximum. This may be reached regularly in nine years, which times, however, may be shortened to five years by additional

preparation beyond the minimum, coupled with successful experience and superior teaching.

The super salaries for elementary teachers above the regular maximum extend to \$2,300. These salaries are paid under the following conditions:

1. Teachers of eight years' or more successful experience, of which three must be in Kansas City, and whose additional preparation covers 40 semester hours of normal, college or university credit in academic and professional subjects, or its equivalent, in excess of the minimum requirements and who possess superior qualities as teachers and who secure superior results in the classroom, may receive salaries of \$2,000 reached by \$100 advances.

2. Teachers with ten years' experience, at least four in the Kansas City schools, and with 120 semester hours' credit of a character specified by the class just mentioned, and rendering a quality of service more distinctly superior than those in the first class, will receive salaries of \$2,200 in advances of \$100 each.

These advances are permanent and are extended year by year as long as the quality of service indicated is maintained. An additional \$100 for attendance at summer schools is granted when specified quality and quantity of work is done. This advance, however, holds only for the year following such attendance.

The schedule also provides that distinguished service may, on recommendation of the superintendents and approval of the board, be accepted for part of the educational requirements just mentioned. It also provides that for the preparation last described and for distinguished service, special salaries beyond the maximum of \$2,300 may be given.

Of the more than 1,000 teachers in our elementary schools, there were 89 who received advances toward the \$2,000 maximum and nineteen who received advances toward the \$2,200 maximum, or total of 108 teachers who received permanent advances because of superior work and extended preparation. Twenty-five elementary teachers below the regular maximum of \$1,800 received special advances because of superior work and additional preparation. This gives a total of 133 elementary teachers, or more than 13 per cent, who received advances in which the quality of work was a determining factor.

Fourteen elementary teachers with the specified educational requirement were denied the advances because the quality of service rendered did not measure up to the required standard. One appealed from the ratings of the superintendents and carried her cause to the board of education, where the ratings of the superintendents were sustained.

The salary schedule for the high school teachers and supervisors provides for advances beyond the regular schedule, as follows:

For superior teaching and for a master's degree or its equivalent, in academic or professional subjects, \$100 in addition to the regular schedule is given.

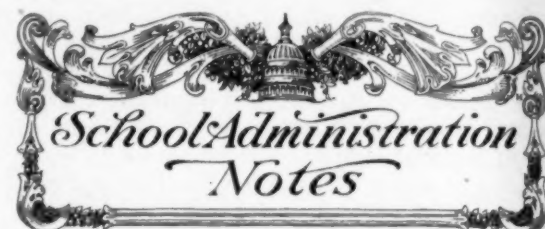
If this additional preparation contains 24 semester hours in strictly professional work in education, with at least eleven hours made in resident graduate work, an additional \$100 is granted. These increases in salary continue from year to year as long as the quality of service required is maintained. For attendance at summer school, \$100 additional is paid for the year following such attendance, giving a total of \$300 above the regular schedule.

Thirty-seven high school teachers' supervisors are now receiving an advance of \$100, and 29 an advance of \$200 under the provision just mentioned, or 66 out of an attendance at summer school, continued only 108 high school

teachers and 389 elementary teachers, or by a total of 507. This payment for attendance at summer school is justified by the general requirement for continued professional growth and improvement.

As an evidence of the interest created and the unanimity with which the ideas of merit and professional standing have been accepted, there were enrolled in our extension classes and in our summer school maintained by our teachers' training department and in college and university summer school, 917 teachers, or more than 60 per cent of the entire number.

The great number of inquiries from our teachers concerning super salaries for next year, and the general interest created by their payment this year, justify us in the belief that what had already been accomplished is small compared to the ultimate benefit that will result to the schools of our city by the incorporation of provisions for additional compensation for superior merit and extended professional preparation.



School Administration Notes

MARKING STANDARDS.

The Expressions of a Self-styled Reactionary.
To the Editor:

"Marking Standards Again." I sometimes wonder whether editors weary of printing articles upon that subject. And that makes me wonder why so many such articles are written at all. Since the adoption by so many of the schools thruout the country of the so-called letter system of grading, there seems to have been a steady stream of articles coming from the press in regard to the use of it.

Is it possible that new virtues of this system are being constantly discovered and we schoolmen need to know them? Or, dare I suggest it? Is it conceivable that there is a constant feeling of inefficiency on the part of those who use it and a consequent succession of new plans for its use being brought forth in a futile attempt to make it satisfactory? It seems as if this must be the case. And I doubt not that even a few schoolmen are now wondering whether the letter method will hold its own permanently. Already some of the fraternity are quietly suggesting that it is growing irksome and as they grow bolder they are returning to the older method of the per cent system.

But you may ask, just where is the weakness in the letter system and why is it growing irksome? Well, three of these faults are, first; it does not express the judgment of the teacher clearly when she wants to so express it, second; it does not work as a camouflage in cases where a general instead of a definite expression is wanted and, third; it is a very inconvenient system to use.

I think you will agree with me that we do want, sometimes, to express our judgments exactly in our grades. At least you must agree that superintendents, parents, future teachers of your pupils and advanced schools where your pupils will later go to work, all want to know as definitely as possible just what you think of the work of your pupils. Your judgment may be incorrect to a certain extent. Of course it is. But, is it true that because your judgment is faulty you want to add to that uncertainty by using an uncertain system of expressing that faulty judgment?

Why should we longer confuse the judgment of a teacher with the system of recording that judgment? How often have we heard the remark, "It is ridiculous to suppose that a teacher can tell for a certainty that Johnny who got 74½ per cent should fail and that Tom whom she marked 75 per cent should pass." Yet this system of marking does not make her judgment of either of the boys better or worse. It is even more ridiculous that she should mark the same Johnny "F" which means anything below 75 per

(Concluded on Page 62)



The instruments of the orchestra by sight, sound, and story

A constructive aid for teaching music in the schools

This plan of orchestral instrument study consists of:

18 charts (14" x 22"), showing the instruments
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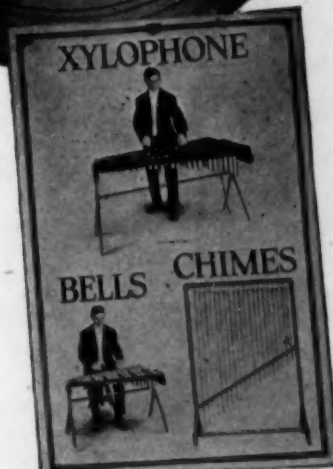
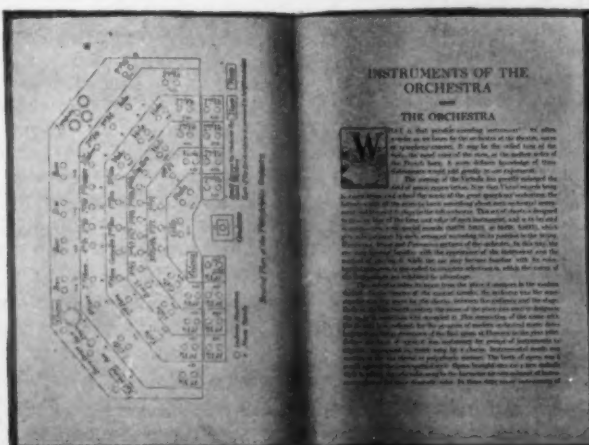
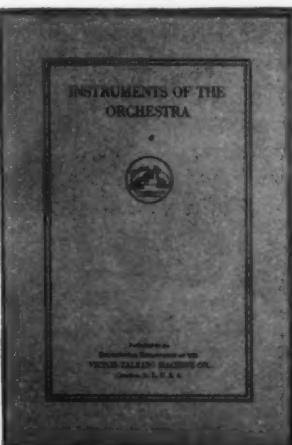
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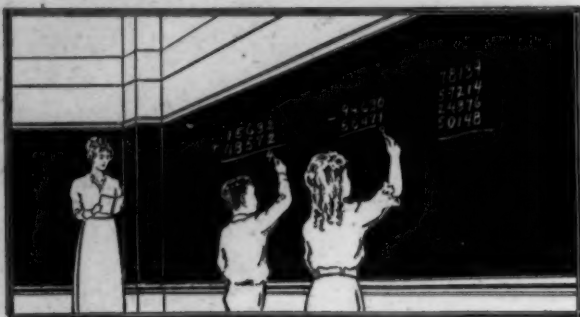
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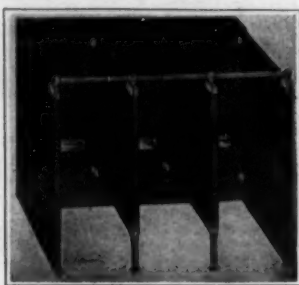
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Worth Building

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(Concluded from Page 60)

cent down to 0 per cent, and that she should mark Tom a "D" which means anything from 75 per cent to 85 per cent. Do you think that Johnny or his mother likes "F" better than 74 1/2 per cent, or that Tom will work harder to get a passing grade next term if he is marked a "D" instead of 75 per cent? Experience does say so. Even letters do not relieve the teacher of passing or failing a pupil, and whether she knows enough to do it justly or not, the more carefully it is done the more satisfactory the results.

I have known some ridiculous things to happen with the letter system. A boy was doing just below passing work for five months and of course received five "F"s, then he seemed to improve and received four "D"s. Of course the boy failed for the year. On questioning the teacher she admitted that she thought he should have been marked about 72 per cent to 75 per cent during the first part of the year and then above 80 per cent for the last four months. If that teacher had had a good system of marking, her judgment would have passed the boy, but she had to fail him because of the poor "letter" system. Her judgment may have been faulty but no one else could make the judgment for her and right or wrong, the system should have permitted her to at least express that judgment. Instead she failed him when she wanted him to pass because the system demanded it. I think this clearly illustrates my point that no matter how poor a teacher's judgment may be there are times when that judgment should be expressed as clearly as possible. The letter system fails in this point.

In the second place it may be contended that we do not always want to express our judgments exactly and in these cases at least we should use letters. It is explained that it is not necessary to tax oneself with the tedious effort of finding the exact per cent when daily papers are handed in. Very well, be that as it may. But why avoid fundamentals? Is it necessary to change a system of expression to give a less critical judgment? There is no evident reason why a snap judgment might not be marked about 80 per cent as well as B. If a farmer wants to make a rough

judgment of the size of a field, does he say it is an "A" sized field and then hasten to explain that an "A" sized field is from 80 to 100 acres. I hardly think so. He simply says *about* so many acres. He does not cease to use the definite measure of acres because he cannot judge the exact number of acres, and call it something in indefinite terms of A and B.

The third fault of inconvenience in use is too evident to need argument. Ask any schoolman who has the records of a school in his charge and who has had to answer the question of the various schools as to the pupils in the highest quarter, who is the valedictorian, and he will tell you that no matter how perfect the system within the school the letter plan is a nuisance when you try to report to anyone else what the records say. Even within the school, the teacher who has class grades, theme grades and examination grades all from the same pupil and wants to make some record of the value of all these things in a single notation, must translate his letters into per cents before he can make any fair statement of that grade.

Sometimes I think that the only real reason that anyone wishes to use the letter system is because they think that the pupil or parent cannot interpret it clearly enough to question their estimate of the work. But are not our judgments faulty enough without adding to that fault, the fault of a guessing system of reporting that judgment? And if we really want to give only general suggestions as to the success or failure, of a pupil, why not say so on our reports and state that the boy's standings are about 60 per cent, 70 per cent, 80 per cent, or 90 per cent and disregard closer estimates to parents or pupils. Why make ourselves all the trouble in our own records and inconvenience ourselves and all those who come after us by this bunglesome and inaccurate letter system?

I contend that teachers as a rule are not satisfied with the letter system when they use it. I remember an experience I had in a certain normal school where I did some summer work. All grades were to be reported in five letters: A, B,

C, D, and E. We were instructed that only these grades would be accepted and that if any plus or minus signs were added to these letters they would be disregarded by the office. The registrar told me, however, that over half the teachers handed in grades with the plus and minus marks even tho they knew these marks would not be recorded with the plus and minus signs added. In this instance a majority of the teachers felt the need of a more definite system of expressing their judgments.

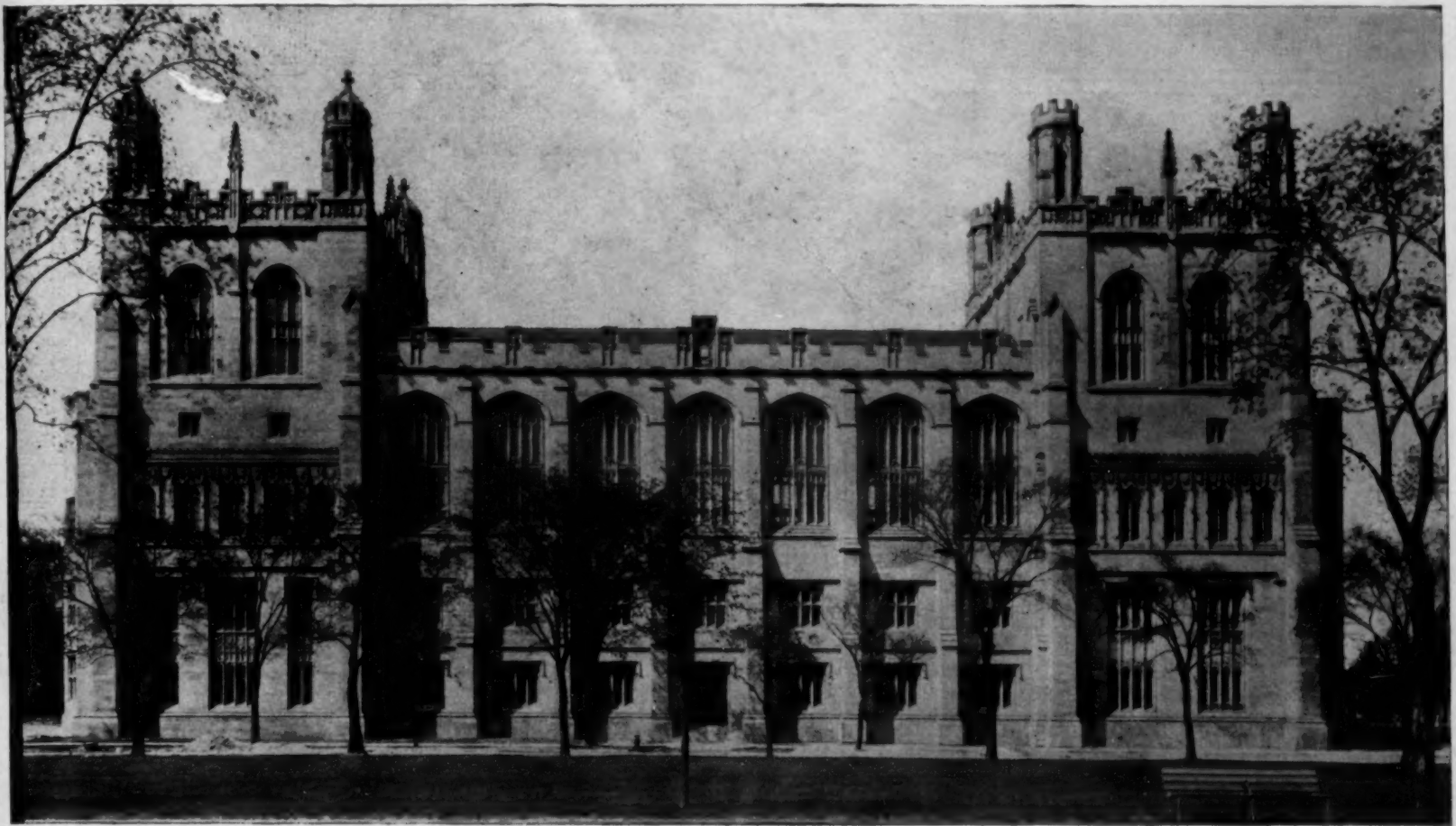
The present letter system fails as a means of clearly expressing the teacher's judgment. It does not work as well as the per cent system when giving a general estimate nor relieve the teacher from the definite statement that a pupil passed or failed, and it does not meet the requirements of a convenient system of records. South Dakota, February 17, 1921.

Clara Barton Schoolhouse.

The Clara Barton Schoolhouse at Bordentown, N. J., which has recently been purchased as a historical collection of the state, stands upon ground donated by a Mr. Thomas Rattigan, also of Bordentown.

A committee of three, consisting of Miss Minnie V. Flynn, Mrs. Harold B. Wells and Mr. George W. Swift, Jr., was placed in charge of the restoration of the building. The interior of the structure was restored as nearly as possible to its appearance when Clara Barton taught in it nearly three-quarters of a century ago. The grounds have been improved and attractive flower beds planted, and a privet hedge will eventually surround the property, which occupies a site at the junction of two streets. An attractive sign gives the name of the building and the information that it may be visited upon application to the janitor of the Bordentown school.

The general appearance of the building has been made most attractive thru the activities of teachers in Burlington County and in other counties of the state of New Jersey. Funds for the maintenance and upkeep of the building have been obtained thru contributions and thru the sale of picture postcards.



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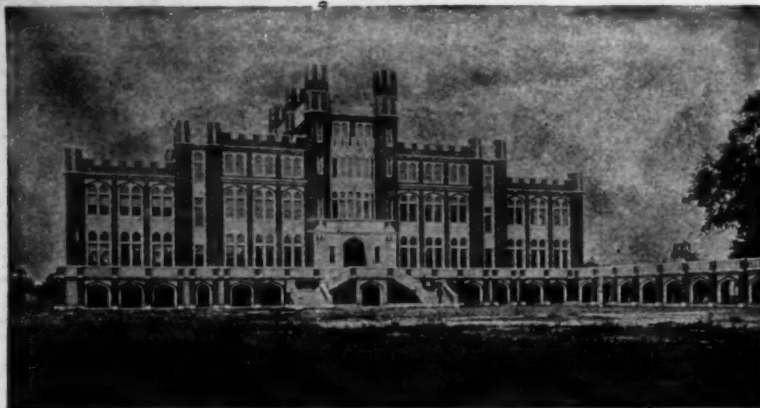
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88

School Finance Notes

MINNESOTA RULES GOVERNING SCHOOL CONSTRUCTION.

The Division of Buildings and Sanitation, of the Minnesota Department of Education, has drawn up a set of rules, ninety in number, for governing the various requirements in all classes of schools. The rules are practically the first of their kind in the United States and were used tentatively for a year before being made compulsory.

The rules deal with such questions as practical experience has shown most commonly arise when a new building is to be constructed. Briefly summarized they call for:

1. School grounds that are well drained and as far removed as possible from sources of noise, smoke, offensive odors, and other unhealthful conditions; playgrounds that are ample and equipped with apparatus.
2. Schoolrooms and laboratories of suitable proportions, adequately and properly lighted, hygienically ventilated, and satisfactorily heated.
3. Comfortable and hygienic seats in schoolrooms and other furniture in keeping with the requirements of a modern school.
4. Coat rooms of such dimensions, equipment, and number, that neatness, cleanliness, and comfort, may be promoted.
5. Suitable library facilities of such character that at least one room in every school building—even the rural school—is set aside for use as a library.
6. Exits and stairs of such number and location that safety in case of fire or panic is assured.
7. Interior decoration of building of such a character that its esthetic influence will add to

the enjoyment and pleasure of school attendance.

8. An external appearance of the school building, devoid of cheap ornamentation, but beautiful and attractive in its design, and surrounded by well kept school grounds.

9. Sanitary indoor or outdoor toilets with facilities for the washing of hands, constructed so as to secure privacy and combat the spreading of disease.

10. Pure water furnished under such conditions and by such means as will enable the children to secure it free from contamination.

11. Facilities and means for industrial relative to various local problems that may be submitted, with considerable time given to interviews and correspondence sanitation. Aside from the purely mechanical work involved in the application of rules to a certain plan which may work for both boys and girls in buildings wherever these opportunities should be given.

12. A school plant that will take into account the growing needs of the community and the increasing demands of a public school education.

The administration of the rules is vested in the head of the division who is designated inspector of buildings and grounds. He suggests to school boards modern and efficient types of school buildings, counsels with them as to remodeling, alteration of and additions to, and co-operates with architects and engineers in their efforts to secure hygienic, educational and economical advantages. He also furnishes to rural school boards, plans of one and two-room buildings, which have been carefully worked out to combine the essential features of a modern school and at the same time prove economical in construction.

BUILDING AND FINANCE.

High Point, N. C. High Point Township has voted a \$60,000 bond issue for the erection of a township central high school. All of the high schools of the township have been consolidated into one central high school and transportation is furnished to all children living at a distance from school.

The school is governed by a board known as the High Point Township Central High School

Commission, consisting of seven members. Five of the members are from the board of school commissioners of the city school district and two are appointed by the county board from the township outside the city limits. The superintendent of the city schools is the supervisory officer of the central high school.

The Russell St. School, at High Point, N. C., was completed ready for occupation on the first of March. The building has sixteen classrooms and an auditorium and cost \$100,000. It is considered one of the best elementary schools in the state.

The city of High Point, N. C., in March voted on a bond issue of \$175,000, the proceeds of which will be used for the erection of a colored school, and for additions to existing buildings.

A bill to increase the state tax for the common schools of Wisconsin has been introduced in the state legislature. It is pointed out in support of the bill, that neighboring states pay more in state aid, in proportion to their wealth and population, than does Wisconsin.

Carter Alexander, Assistant State Superintendent of Schools, furnishes the following comparative figures for 1919-20:

Wisconsin	\$ 4,440,000
Indiana	7,883,380
Michigan	9,345,000
Ohio	16,284,000
Minnesota	6,376,000

The money is raised by a mill tax of from seven-tenths of a mill in Wisconsin, to six mills in Indiana.

In Wisconsin and Indiana, schools must keep open a certain number of months and pay teachers a definite minimum salary. In Minnesota, the educational commission recommends that state aid be distributed thus:

One-third to all schools on the basis of the number of children attending school for sixty days in the preceding year; one-sixth to establish minimum standards; one-fifth for special aid, transportation, buildings, school libraries, salaries of rural supervisors; one-twentieth to assist schools in districts where the taxpayers are more than ordinarily burdened.

(Continued on Page 69)



Why the Tax Payers Approve the Purchase of These Schools

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Just bolt the units together, and these factory-built schools are ready for occupancy—almost overnight!

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The X-Ray illustration shows in detail the super-construction of the "Empire" Movable and Adjustable Chair Desk,—the concealed steel reinforcing tie rods and spiral dowels—the heavy wooden brace under book box, which is fastened to the back post by a steel tie hook and mortised into the pedestal in front—the lifting and tilting desk top—the simplicity of adjustments—and numerous other features—all contributing factors to its lasting qualities and extreme durability.

The bottom of the legs are equipped with steel glides which permit the "Empire" Movable and Adjustable Chair Desk to be moved easily and noiselessly.

The unequalled strength and durability of the "Empire" Movable and Adjustable Chair Desk, together with the great variety of class groupings made possible by its unlimited flexibility, makes it absolutely essential to efficient and progressive teaching.

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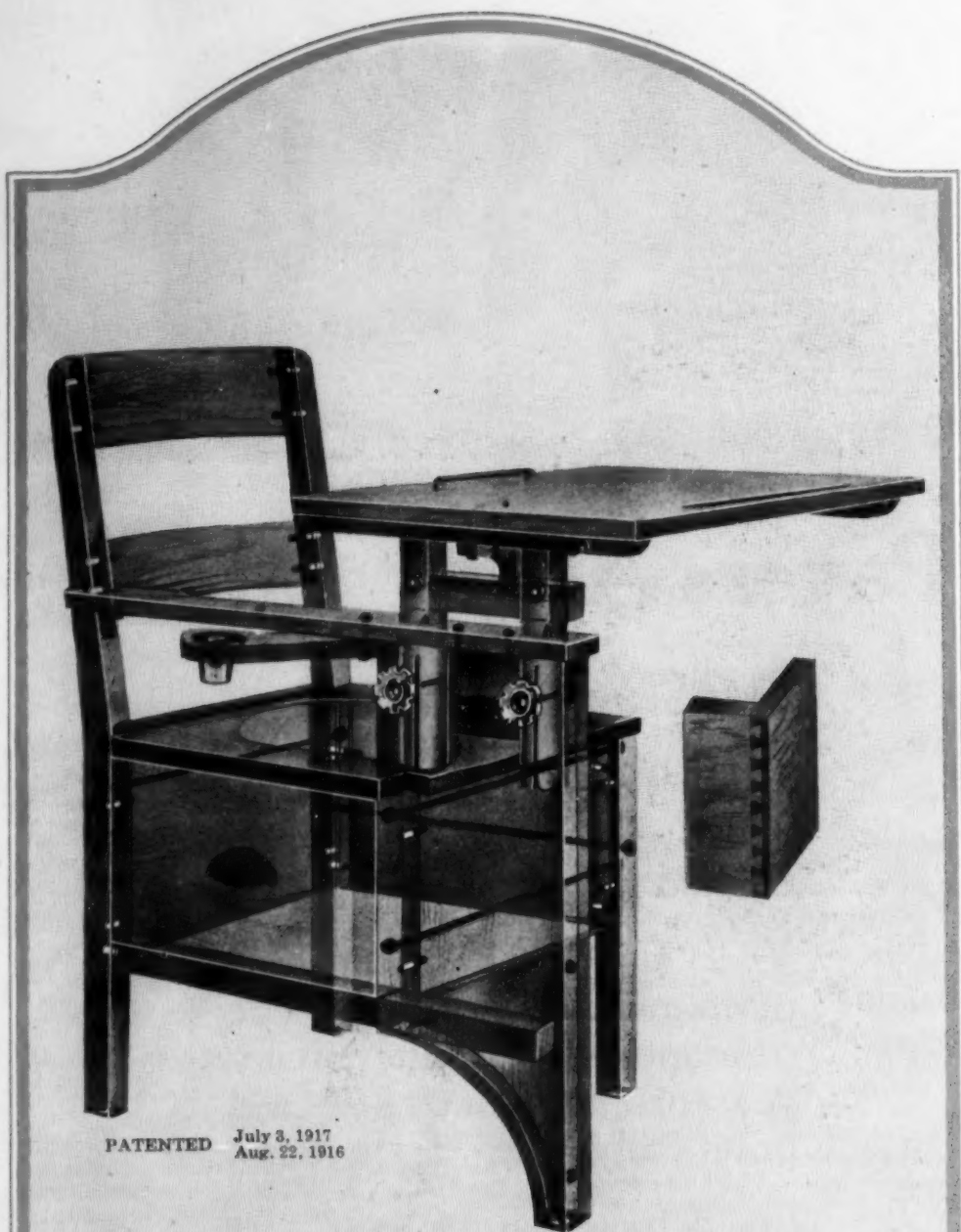
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EXCLUSIVE FEATURES"

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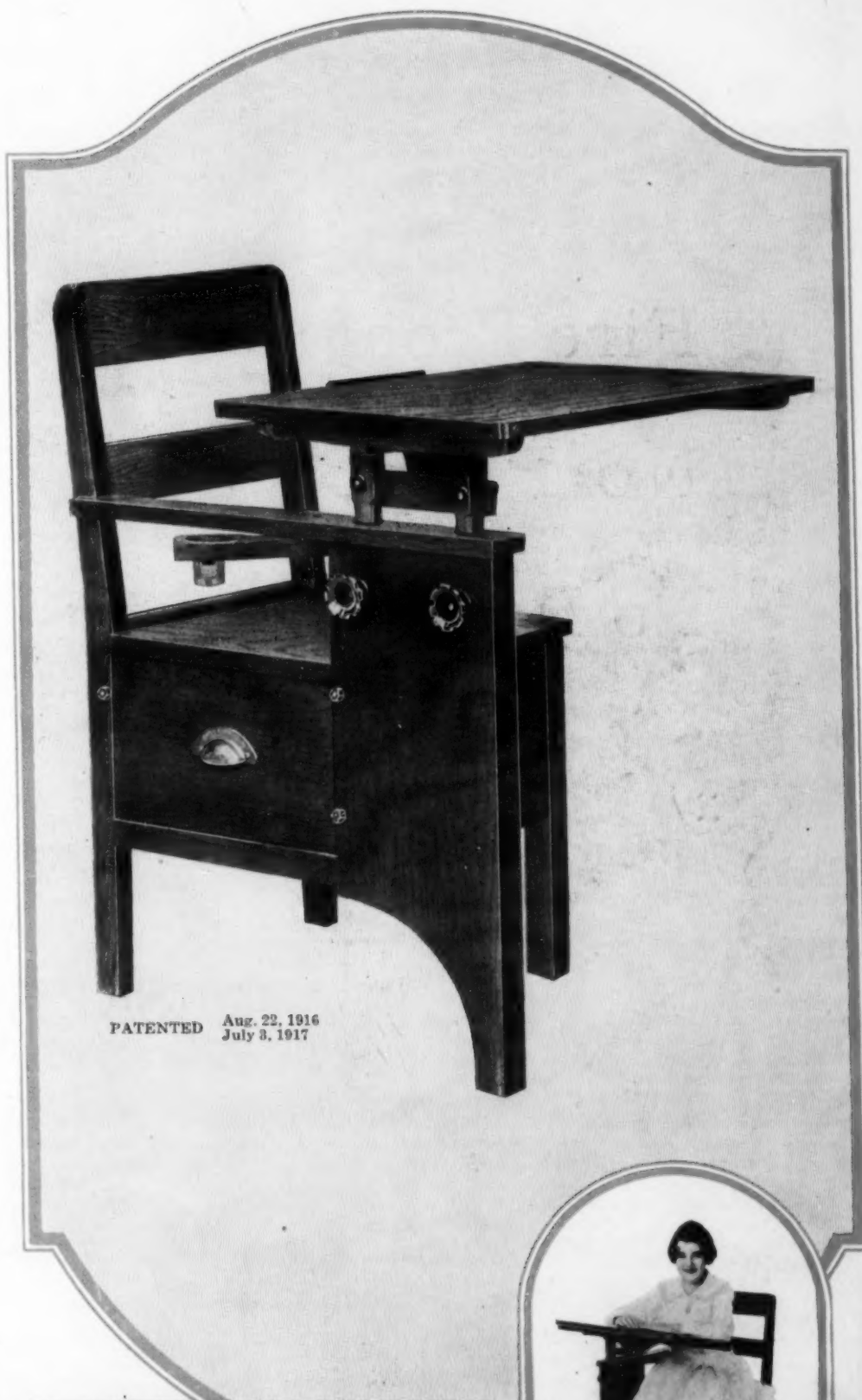
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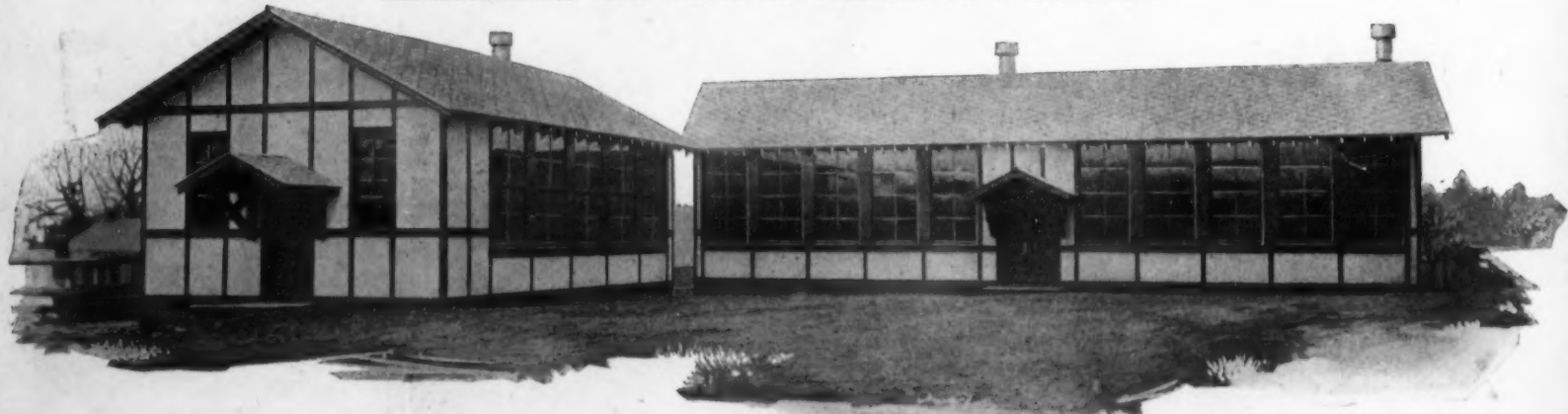
They are the best solution of the over-crowded school house problem.

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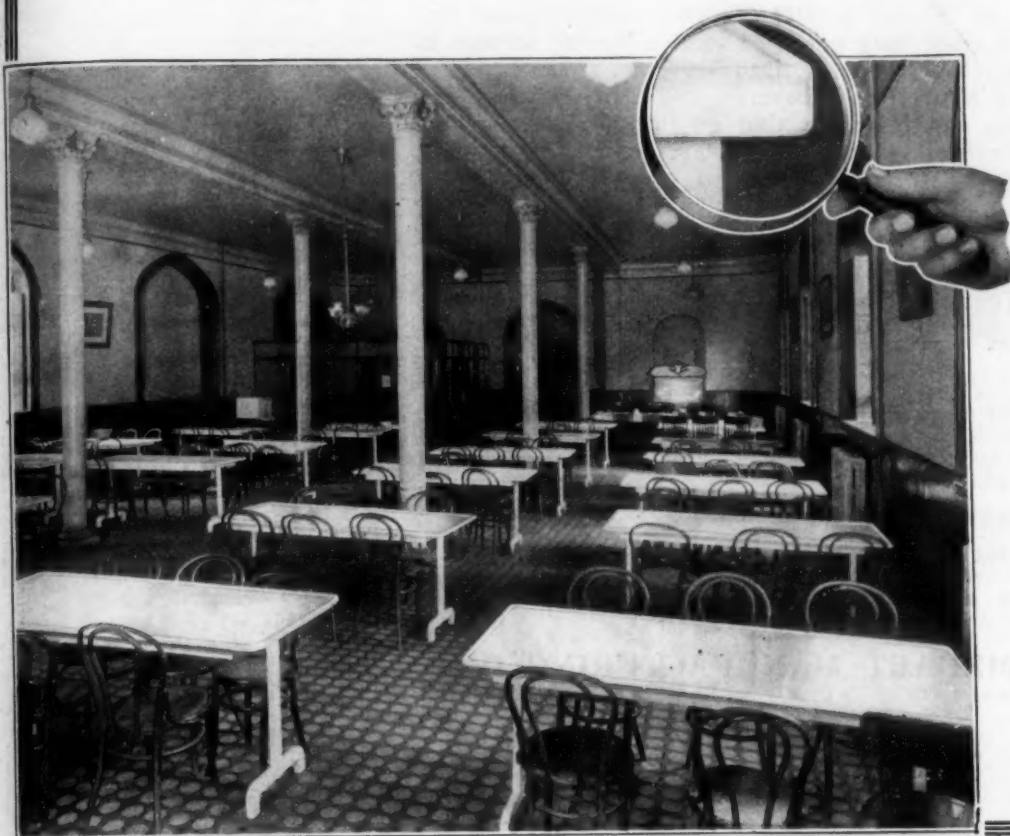
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1824 Sani Building, Chicago, Ill.

(Continued on Page 64)

The remainder is used to stimulate new work and improved methods, such as physical training, health supervision and community service.

The campaign for constitutional amendment sixteen has shown conclusively that the people of California are interested in the schools. A majority of more than 237,000 votes was secured not merely because the educational forces of the state were organized and united. Everywhere fathers and mothers stood for equalizing of educational opportunity. The press and the pulpit rendered gallant service and widespread interest in education was manifest. There was little money used in the campaign and this was contributed voluntarily by the teachers.

The real significance of the amendment lies in the fact that for the first time in the history of the state, the responsibility for financing education falls where it properly belongs, upon the state and the counties. It does away with unjust discrimination and spreads the state and county funds so that all children may participate equally in the advantages of popular education.

It now remains for the state educational authorities to work out the plans which will place California where she properly belongs educationally. Two especially weak links in the chain must be strengthened: (1) Teacher-training facilities must be built up and stabilized; (2) the office of county superintendent must be professionalized. To accomplish the first purpose, there must be a more adequate financing of teacher-training institutions to provide classrooms, libraries, laboratories and teachers specially prepared for the task. To accomplish the second, there must be offered sufficient financial reward to secure and hold in the office of the county superintendent, men and women of administrative ability, teaching capacity and academic training.

In the annual report of the Oregon State Board of Examiners, a valuable and highly important suggestion is made whereby smaller cities may be governed in the construction of buildings as is now the case in Portland. While some of the smaller towns of Oregon have building codes, they do not protect the public against unsafe

buildings from a standpoint of structural safety as well as sanitation. In the report, the passage of a state building code is suggested, with its resultant administrative officers, or providing that buildings be erected from plans and specifications prepared only by registered architects.

Under the present architects' law, any person or persons may prepare plans and specifications and erect buildings, provided they do not use the title architect. The law safeguards the public to the extent that persons employing registered architects are assured that such persons have certain knowledge and skill as provided by law, but it does not protect those who in their ignorance, seek to erect buildings without the services of persons qualified by law, with sometimes disastrous results.—*Washington State Architect*.

Provided satisfactory bids may be obtained, the school board of Seattle, Wash., plans to proceed with building operations held in abeyance since last year, when rising costs of materials and labor compelled a suspension of the \$4,000,000 construction program.

The report of the building and grounds committee states that tentative plans for two school additions have been completed and work will begin on plans for a new one-story building of brick construction.

The board has now available the proceeds of bonds already sold about \$700,000 and \$2,400,000 of bonds already issued will be sold, giving the board about \$3,000,000 to spend on construction work.

Louisville, Ky. The school term has not been reduced because of the shortage of funds due to a recent decision of the board. It has been planned instead to economize on the physical needs of the school plant and allow the schools to run until June.

Mayor Smith of Louisville, Ky., has recently commented on the unwisdom of giving to the board of education, or any other city board, the right to levy its own taxes, outside of any control by the mayor and the city council, and adds that the mayor should ex-officio, have a seat on the board.

When it was proposed to pass a law changing the system of school government, two plans were

mentioned. The first provided that the mayor should appoint the members of the new board. The second provided for election of the board members by the people on a separate ballot. The second plan was adopted, a fine board was elected and schools have done well ever since.

The board has begun work on plans to obtain a law which will prevent the general council from subtracting any sum from the amount asked for the support of the schools. It is pointed out that the low state of the finances may recur at any time in the future as long as the present method of financing is in operation. The appropriation for this year is \$162,000 less than the amount requested by the board.

The public schools at Bardwell, Ky., face closing because of a lack of funds for operation. All grades below the eighth will be discontinued unless financial aid is given.

Louisville, Ky. A survey of the schools is being made by Supt. Zenos E. Scott with special attention to expansion needs, in order that the board may present a thorough analysis of the situation to the public when it asks for the proposed \$1,000,000 bond issue.

The four evening schools of Louisville, Ky., were closed considerably earlier this year in order to effect economies in operating expenses. It was the belief of the board that more students would be affected should the day schools be closed so they considered the greatest good to the largest number.

Minneapolis, Minn. A closer checking of accounts between the board of education and the city comptroller is sought by the secretary of the Board of Estimate and Taxation. It is planned to effect a plan whereby the comptroller may receive financial statements of the school status, and particularly statements of expenditures early in the year which should be charged back to the accounts of the previous year.

Supt. Albert H. Hill of Richmond, Va., has asked the mayor for an increased salary item for the next year's budget. Increased salaries for teachers are needed to attract competent teachers to the city.

Cincinnati, O. A policy of retrenchment and elimination of several special subjects has been

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The other nine points are published in current advertisements. Send for interesting book picturing all twelve points in detail.

decided upon unless additional funds are provided to meet expenses. The schools have been operated at a deficit each year and the estimated deficit for this year is approximately \$120,000.

San Francisco, Calif. To meet the increase in school population, the board has ordered the construction of the Sloat School at a cost of \$158,000. The building will be one of the finest school structures in the city and will be ready for occupancy next fall.

Baltimore, Md. To relieve congestion in the schools, and to help the unemployment situation, a committee has called upon the mayor asking him to start the new school program immediately. It was pointed out that the weather conditions are ideal and the work is needed for men out of employment.

The establishment of a farm loan common school fund, from which sums may be loaned on farms of the state, is provided for in a bill introduced in the upper house of the Wyoming legislature. The money is to be derived from revenue obtained thru the federal oil land leasing law. Under the bill, fifty per cent of the total amount available is to be given to school districts of the state. All amounts above \$2,000,000 which the state treasurer receives, are to be placed in a fund to be known as a farm loan permanent school fund, and this money is to be loaned upon farms of the state under the laws enacted for loaning such funds.

Sioux City, Ia., claims the distinction of being the only Iowa city in which the school system is conducted on a detailed budget plan. Out of fifteen cities of the first class, Sioux City and one or two others were the only cities which did not go beyond their tax limits in expenditures last year. The remaining schools went from ten to fifty per cent over the appropriations. The budget is made out each year with care, with certain amounts of money allotted to each office, department, etc. The plan shows what amount may be spent from year to year and enables the board to keep within legal bounds.

The school board of Indianapolis has been asked to adopt a resolution providing for a temporary loan of \$800,000 for the payment of salaries for February, March and April. The money

is to be borrowed from the school building fund. The payroll amounts to \$270,000 a month.

Supt. Wm. R. Peck of Holyoke, Mass., has recommended that a building program be adopted, that a new junior high school be erected and that important repair work be undertaken.

Columbus, O. Architects for the four new high schools are each to receive five per cent of the total cost of the particular building, according to a decision of the board. The fee for each building architect will reach \$50,000 as the estimated cost of each structure will be \$1,000,000. The payment of the fees will be made along the usual plan, one per cent upon submission of the preliminary drawings, two per cent upon acceptance of the working drawings and the balance as the work progresses.

The North Dakota legislature has recently passed House Bill No. 66, making it possible for school boards in districts supporting state high schools, to assess the districts sending pupils at a rate of \$6 per month, per pupil.

It was the custom in past years to require state high schools to accept non-resident students on the same basis as those residing in the district, that is, they were admitted free of tuition. In return for this, the state paid each year to each first-class high school the sum of \$800.

In more recent years, with rising costs and increased enrollment from outside, this plan placed a burden upon state high schools that was unjust. Many of the districts which sent pupils to a state high school were not taxing themselves to support high schools of their own, and were paying annually at a rate for school purposes of about one-twelfth of the high school district's rate.

The amount assessed, under the new law, does not come from the children or their parents, but is collected from the district as a whole. The assessment is merely a nominal amount, and does not cover even the cost of instruction for non-resident pupils, to say nothing of fixed charges, cost of operation or maintenance.

Greensburg, Ky. The school district has voted a bond issue for the erection of a grade school.

Paducah, Ky. A campaign has been begun to

secure funds for the erection of a high school gymnasium for the boys and girls of the city. The gymnasium is to be included in the building plans for the new high school.

The Reidland School, in McCracken County, located several miles from Paducah, Ky., is considered one of the most unique schools in the country. The school has seven teachers, 175 pupils and maintains a free lunch association, owned and operated by the pupils under the direction of the teachers. It is planned to erect a \$25,000 building in the near future.

The school architect of the city of Milwaukee has made public a report of the dangerous condition of a number of the schools, and asking for \$3,999,000 to place them in a safe condition. A school bond issue is suggested as the best remedy for the present situation.

The city of Louisville, in Kentucky, faces a shortage of buildings due to overcrowded schools and a lack of ready funds. Particularly serious is the situation at the Girls' high school which is badly in need of a new building. Another bond issue of a million dollars is proposed to meet the situation.

The state of Ohio is losing more than \$5,000,000 each year because children remain away from school. State Supt. V. M. Riegel, who makes the statement, uses this as an argument for the enactment of more rigid compulsory attendance legislation. He shows that if every one absent had been out of school simultaneously, there would have been 17½ days, or more than three weeks when there would have been no pupil in any room.

Savannah, Ga. The Savannah Trades and Labor Assembly and the Chamber of Industry have opposed the proposed \$1,500,000 bond issue for additional buildings. The organizations condemn as particularly erroneous the purchase of the property of the Georgia Hotel and Land Company for school uses, because of the enormous expenditures necessary to adapt it for the purposes intended.

The Fayette County Board of Kentucky now owns unincumbered all of the schoolhouses of the county as a result of the formal transfer to

(Continued on Page 73)



With the Phono-Song Course Records Children Learn to Sing

The Phono-Song Course is presented in twenty-five double-disc records, prepared under the supervision of Miss Mabel E. Bray, head of the Department of Music, State Normal School, Trenton, New Jersey. The course provides musical training for children in the first four grades in school, or at home.

There are six records for the First Grade, six for the Second Grade, six for the Third Grade, and seven for the Fourth Grade.

These records include Rhythm Games, Tone Games (Voice Training); Rote Songs,

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In this course children will learn, first, 160 good songs; second, how to "place" their voices; third, to recognize and classify rhythm; fourth, the themes of some of the best music.

The songs in the Phono-Song Course, all sung by singers with the pure light soprano voices essentially suited to children's singing, are so graded that each new step follows the last in natural and logical order.

The books to accompany these records are published by C. C. Birchard & Company, Boston, Mass., one book for each of the four grades. The publishers also issue a Manual for Teachers, giving a complete outline of the course, and detailed direction for teaching it. The music in the books is printed just as the songs are recorded, so that the teacher and pupils can follow as the records play.

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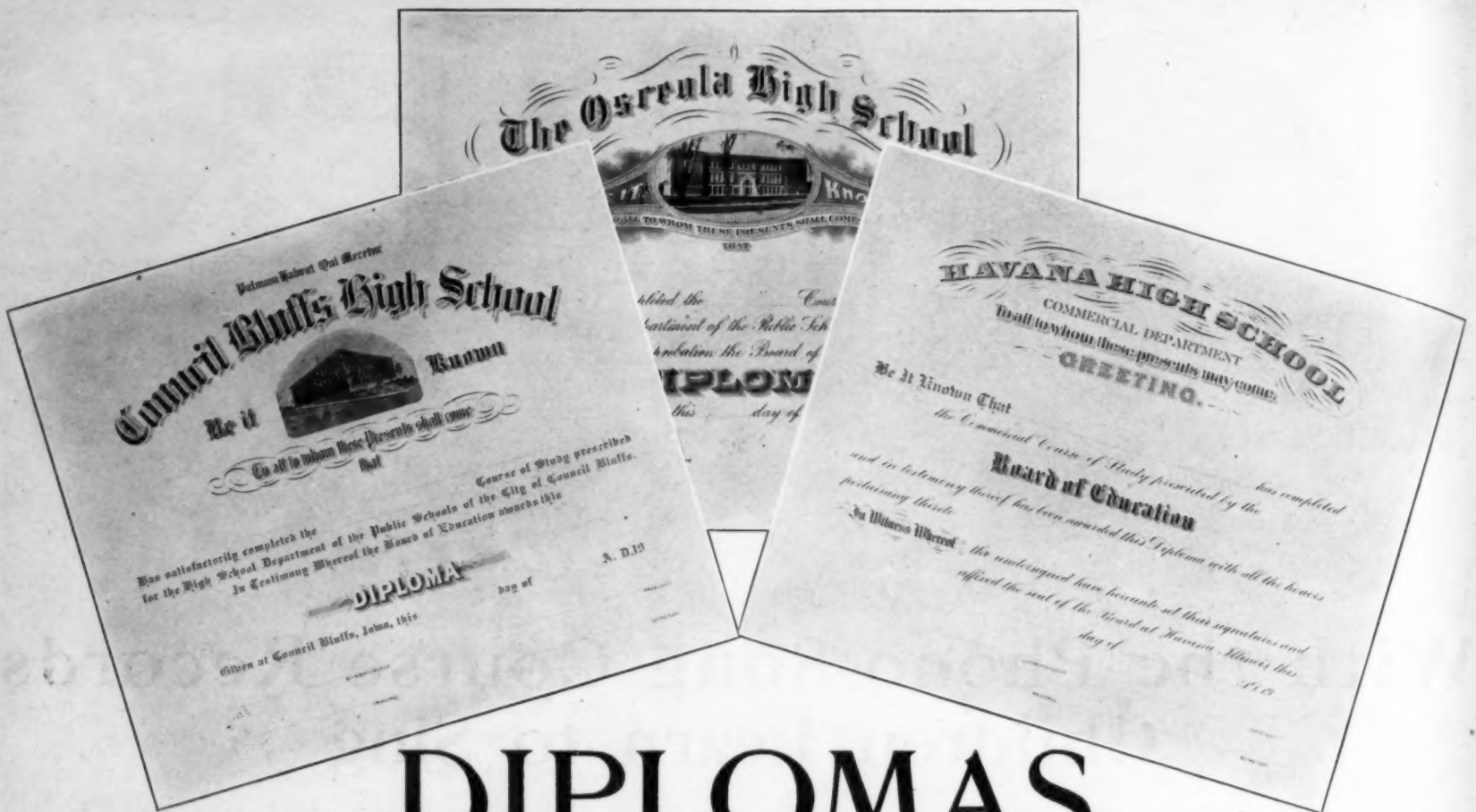
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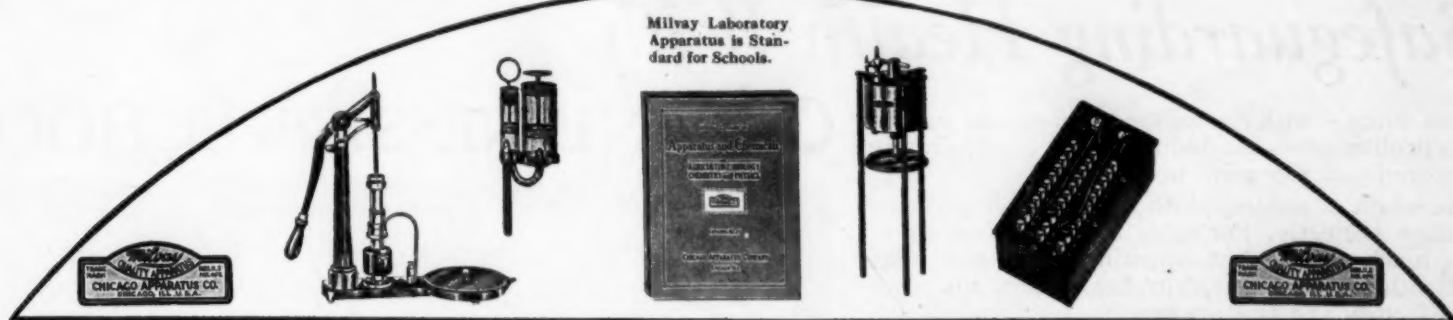
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In September—calls for large and complete equipments from schools erected during the summer, as well as from schools teaching science for the first time—slows down deliveries. At this season, there is also an urgent demand for additional apparatus from schools having larger classes than expected—as well as from schools that are extending their science work into other subjects.

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the board of six new buildings by the Combs Lumber Company, which had a lien since they were erected more than four years ago. The amount involved in the lien was \$36,100 and the amount has now been paid in full.

Thirty thousand children in Chicago schools are on half-time because of a lack of space, thirty thousand study and attend classes in portable buildings, corridors and basements, many classes are too large to be effective, and half the accommodations are in buildings more than 23 years old. The Chicago schools, on the other hand, are larger and better than those of most large cities. These facts are contained in a recent report made public by the National Committee for chamber of commerce cooperation in a survey of public schools completed by the American City Bureau.

Of the cities reporting, it is estimated that more than 453,000 children are on half time because of lack of space, and are housed in portables, rented buildings, basements and corridors.

Only five per cent of the total number of buildings are of the type of construction usually called fireproof. At least 25 per cent are of two or more stories, and do not have fire escapes. Only eleven per cent have automatic fire alarms.

The report describes the inadequacy of playground space and summarizes as follows:

"Three million six hundred thousand children are represented in this report on playgrounds, and the study discloses that one-half of them—1,800,000 children—have each a playground space of less than 6 by 6 feet, and many of them have no playground at all. These facts present one of the most serious problems confronting those who are interested in the welfare of American school children."

Attention is directed to the large number of children between the ages of 13 and 16 years, who leave the schools. Details from 290 cities show that six per cent have left school before their thirteenth year, nineteen per cent before 14, 38 per cent before 15, and 64 per cent have left before they reach 16. The children remain longest in school in the western cities, then in those of

the great plains of the south, and of the great lakes, in order, and leave school youngest in cities of the east.

A threatened failure of the state of Pennsylvania to refund any amount due on teachers' salary accounts has caused the school districts of the country to face a financial shortage. The amount due Lancaster County on January first was \$5,000 and there is no certainty as to its payment. The school boards in planning their budgets relied upon the prompt payment of the money and are now compelled to borrow to meet their expenses.

A compromise proposal to improve the school situation has been suggested by the city officials of St. Paul, Minn. The plan calls for the submission to the people of an amendment to the bond issue ordinance so that proceeds from the sale of bonds may be used for equipping schools as well as for building. At present, under the provisions of the ordinance, the \$3,000,000 in authorized bonds, may only be used for the erection of buildings.

The plan has been suggested as a substitute for the proposal to amend the charter by increasing the per capita limit to \$35. It would make possible the release of such items in the current budget for the employment of additional teachers and precludes any increase in taxes.

Glidden, Ia. A contract has been awarded for the erection of a consolidated school at a cost of \$190,000. The contract price represents a saving of \$48,900 or twenty per cent over prices of ten months ago.

Muncie, Ind. A new junior high school will be completed ready for occupancy in September. The building will house about five hundred students.

Youngstown, O. By waiting three months, the board of education has saved more than one quarter on the cost of a new high school building. Bids received three months ago ranged around a million dollars, but the drop in prices makes it certain the new bids to be received, may be as low as \$700,000.

The school teachers of Illinois have lined up solidly behind the proposed distributive fund

appropriation bill in an effort to pass it in the legislature. While the teachers are working for legislation to increase their salaries, the normal schools and the university are making appeals for more money.

The proposed school code now before the Washington state legislature is condemned as a makeshift, incomplete and inconsistent measure by Reuben W. Jones, secretary of the school board of Seattle. Mr. Jones warns against fixing any automatic state-wide school tax during this time of reconstruction and uncertain financial conditions. He urges that the state wait until it sees the results of the 20-10 tax before taking further steps.

The school board of Beaumont, Tex., has approved plans for beautifying the school grounds of all the schools of the city along a uniform and constructive plan. Shrubs and flowers are to be planted in keeping with the general constructive program.

Building Supt. C. W. Eurlon of the Indianapolis board of education, in a report to the board, requests that the school lighting be modernized in the various buildings where old-style fixtures are installed. He shows that the inadequate artificial light in the Shortridge high school cripples efficiency. It is estimated that approximately \$100,000 will be needed to do the work properly.

The Supreme court of Montana has dismissed the injunction proceedings instituted to test the constitutionality of the initiative measure No. 19, the \$5,000,000 school bond issue of the state passed by the voters last fall. The dismissal of the suit upholds the legality of the measure and paves the way for the sale of the bonds.

The Indiana House has defeated a bill providing for the appointment of an assistant high and elementary school inspector, and for an increase in salary of the present high school inspector.

The validity of the new school law governing the election of non-partisan boards of education in Kentucky has been upheld by the court in the case of Z. R. Teater and Clay Wilkinson against the county board of education of Mercer County. The latter sought to enjoin Teater and Wilkinson from serving on the ground that the law was invalid.

Safeguarding Health With

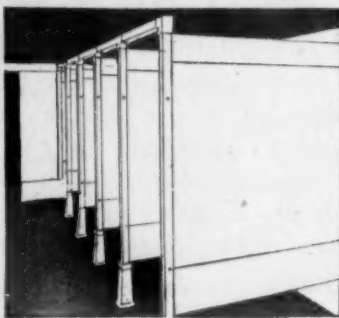
Pure white—with fire-finished non-porous surface—Vitrolite offers no hiding place, crack, crevice or pore for dirt or germ to enter.

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VITROLITE

The new county boards have been organized thruout the state. The boards are composed of five members elected from the county at large and they draw lots for the terms of one, two, three, four and five years, as one trustee is elected each year thereafter. It is expected that most of the present county superintendents will be reelected as few other educators can qualify immediately under the law.

Columbus, O. Under the direction of Supt. J. C. Collicott, the eight-hour day has been inaugurated in the schools. The plan does not contemplate that children shall actually attend school eight hours, but that the time devoted to recitations, school study and home study shall amount to a full working day.

To further the working out of the plan, a daily study and class program has been adopted, which shows the hour at which the pupil recites, the amount of time to be devoted to certain subjects in school, and the time to be devoted to study at home.

State Supt. G. C. Colvin, in a letter to the new county boards of education in Kentucky, suggests that they organize committees on finance, building, supplies, and teachers. He suggests that a secretary be employed to keep the books and records in order that the superintendent may have time to give to professional duties.

Attorney General McCrann of New Jersey, in an opinion given Louis J. Kaser, county superintendent of Burlington county, holds that neither the county nor its municipalities is called upon to furnish free education to children living in the military reservation at Camp Dix.

The attorney general holds that it is the duty of the people of the United States, as distinguished from the people of the state, to properly provide for the education of the children of soldiers in the army.

The State Education Department of Kentucky estimates that there are 69 city school districts in the state, with a total enrollment of 140,349 pupils. The teachers in the schools number 2,708.

The child labor bill which codifies the present school attendance laws, has been passed to a third reading in the Indiana House of Representatives. The bill requires children under 16

years to attend school to the eighth grade and prevents them from engaging in work which hinders mental and physical growth.

The bill also provides for an increase in the salaries of truant officers from \$3 to \$5 a day. It gives them authority to enter homes of truants to compel them to return to school.



Munhall, Pa. The first of the medical inspections have been completed and it appears that a nurse will be employed for the remainder of the school term as a result of the conditions revealed thru the inspections. It is planned to devote a portion of the Red Cross Seal fund to the salary of the nurse.

A survey of the activities in school hygiene has been conducted in Minneapolis by Dr. Francis E. Harrington, under the direction of the United States Public Health Service. The survey sought to determine methods to be used in making the hygiene work of the greatest benefit. The annual health appropriation of the city schools totals approximately \$1.16 for each school child.

A bill has been introduced in the Nebraska legislature, creating the position of state health director under the department of public instruction. Under the bill, the director is charged with the medical and sanitary supervision of the rural schools at the expense of the school districts.

Dr. Leroy A. Wilkes of Bridgeport, Conn., has been made medical director of schools at Trenton, N. J.

The Trenton (N. J.) branch of the American Red Cross has donated \$7,000 for a study of malnutrition in the schools. In a recent survey, it was revealed that 22 per cent of the children were below the average weight for ages and

heights. The demonstration will furnish data upon which to base a continuation of the work as part of the regular school program.

Dr. L. B. Clarke, in the *Georgia Medical Journal*, has given the results of a study of Ductless Gland Therapy in Defective Children. In his study he has established to his satisfaction that many cases of apparent idiosyncrasy—the plastic child, the defective child—are due to disordered internal secretions, and that these cases are not as generally supposed, hopeless. It is possible that a few months' treatment may prove of far more benefit than all the training provided in the schools for defective children. Treatment with endocrine gland extracts, Dr. Clarke finds, resulted in satisfactory improvement in the cases studied by him.

A cardiac committee of the board of education of New York City has conducted a campaign to raise a fund of \$100,000 for the prevention and treatment of heart disease among the school children of the city. In a recent examination of 516 children in one school, nine per cent were found afflicted with cardiac diseases.

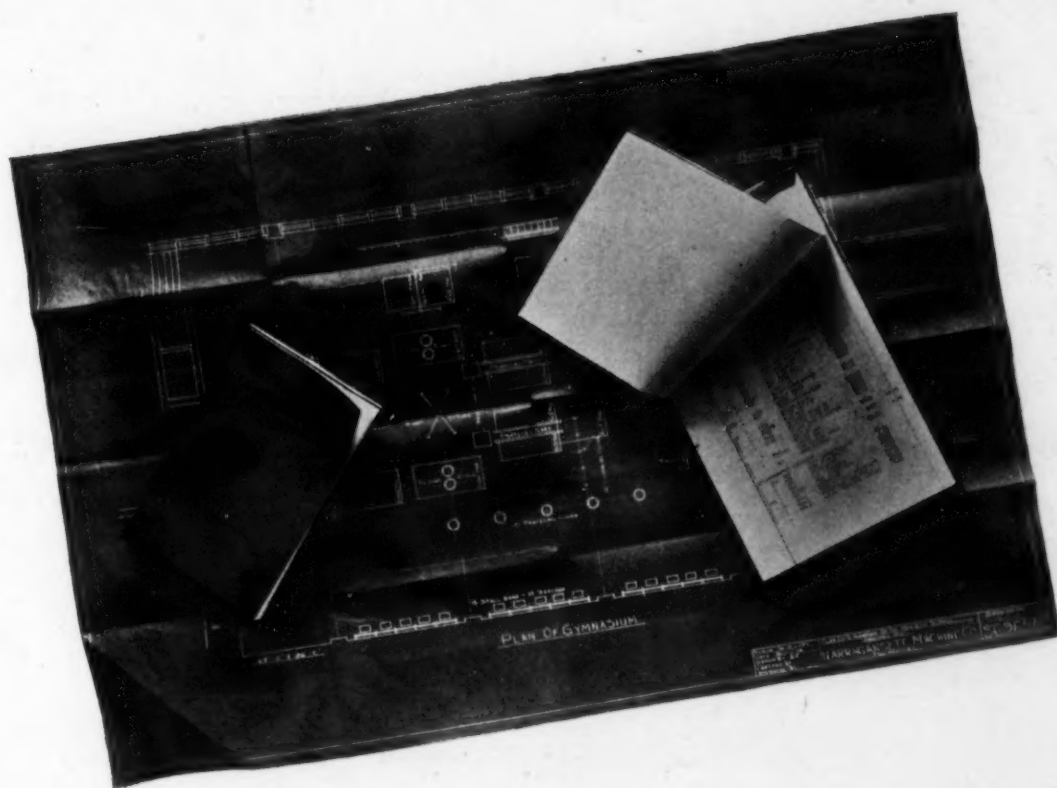
Ottawa, Ill. An assistant public health nurse has been appointed to act as nurse for the parochial schools and to assist in home nursing work.

A bill has been introduced in the Maine state legislature, amending the powers of the superintending school committees in relation to vaccination of school children. Under the bill, the committee may exclude, if they so desire, any person not vaccinated, altho otherwise entitled to admission to school. An exception is made in cases where the parent or guardian signs a written statement that he or she is opposed to vaccination, and such exemption is only given when there is no epidemic of smallpox.

Every public school in the city of Terre Haute, Ind., is to be equipped with a complete first-aid outfit as a result of the unanimous vote of the board of school trustees on a motion presented by Charles Haupt, treasurer of the board. Mr. Haupt introduced the motion after a short talk on the benefits of such an equipment. It is estimated the cost of each outfit will not exceed \$4 for each school.

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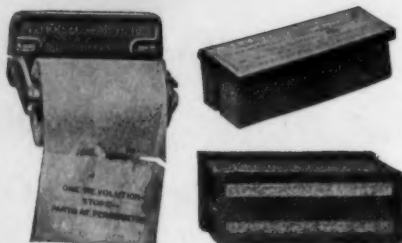
SOAP DISPENSOR—glass or solid aluminum globes—a lock that locks with a key, non-leaking, non-dripping valve—not a cheap, worthless dispenser but a multi-service product.

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School Law Notes

Schools and School Districts.

An election under the North Carolina consolidated statutes, to form a special school tax district, coextensive with a township containing five districts, three of which had no special tax, need not be submitted separately. In the several original districts. It is sufficient that it be submitted to the electors of the township as a whole, and approved by a majority of them, under the statute requiring approval by a majority of the voters in the proposed district.—Riddle v. Cumberland County, 104 S. E. 662, N. C.

Where a new school district has been formed by adding territory to a former district, the indebtedness of the former district for the construction of the school buildings which became the property of the new district, may be lawfully made a charge upon the new district, including the lands added thereto.—Love v. Rockwall Independent School Dist., 225 S. W. 263, Tex. Civ. App.

School District Government.

The office of school director, altho not an office of profit, is an "office of trust" within the meaning of the ouster act, providing for the removal of state, county, or municipal officers for wilful negligence, in view of Shannon's code.—State v. Jones, 224 S. W. 1041, Tenn.

Where a newly elected trustee of a school district either has not qualified or has died without having qualified as a trustee, and no trustee has been elected or appointed in his stead prior to a meeting for election of chairman, his predecessor in office at the time of his election is entitled to participate in such meeting and vote for chairman, being entitled to continue in office until the qualification of a successor, under the Kentucky statutes of 1918.—Pierce v. Sullivan, 224 S. W. 872, Ky.

School District Property.

The promise of a contractor with a school district to erect a school building to pay for all labor and material gave to the laborers and materialmen contractual rights which they could enforce against the contractor and his surety, even tho they had failed to file their lien claims within thirty days, as provided by the Iowa code.—City Nat. Bank of Mason City v. Independent School Dist. of Mason City, 179 N. W. 947, Ia.

A contract for the erection of a school building for a school district consisting of the contract so-called, itself, the specifications referred to therein, and the bond executed by the contractor and his surety in the form set out in full in the specifications, is held to have obligated the contractor to pay for all labor and material, provision for payment of laborers and materialmen being made in the specifications, tho not in the contract proper.—City Nat. Bank of Mason City v. Independent School Dist. of Mason City, 179 N. W. 947, Ia.

Taxation.

Where an issuance of bonds to refund an outstanding issue had been authorized, but the refunding bonds had not been issued because the holders of the original bonds had only recently been located and their agreement to a substitution of the bonds or their payment in cash secured, a levy of the tax to pay the interest on the refunding bonds is legal.—Love v. Rockwall Independent School Dist., 225 S. W. 263, Tex. Civ. App.

NEW LEGISLATION.

Several bills pertaining to boards of education, individually and as a whole, were enacted into law by the Indiana General Assembly which adjourned March 7. One bill provides that real estate of manual training schools, trade schools, colleges and technical high schools, shall be exempt from taxation up to 800 acres. A previous law made an exemption up to 320 acres.

A bill has been passed in Indiana raising the qualifications for county school superintendents and providing that superintendents elected after Sept. 1, 1921, shall have three years' successful teaching experience and in addition, life licenses. The present incumbents will not qualify by law. A minimum salary fixed at \$1,500 by the trustees,

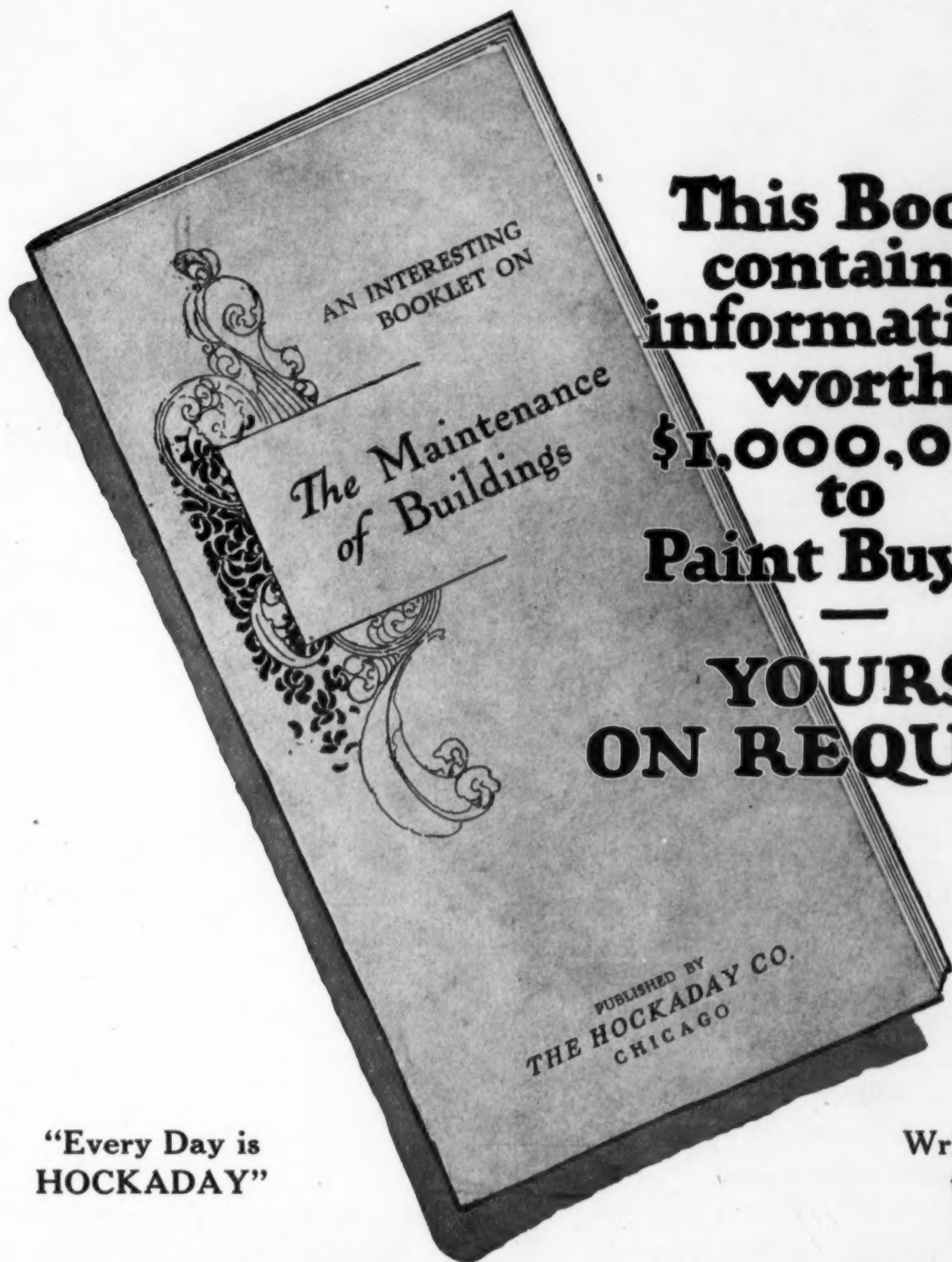
with the consent of county commissioners, may be increased to such an amount as in their judgment the work justifies. Traveling expenses of the superintendent are limited to \$300 a year, of which not more than \$50 shall be incurred in one month. Another bill provides that county superintendents may designate one or more dealers in each county to sell school books, dealers being limited to a 20 per cent profit on books handled.

Teachers under another bill will have uniform contracts on a yearly basis but they may break their contracts on fifteen days' notice. Teachers' wages may not be withheld when school is not in session or when due to no fault of the teachers, except during the holiday season. School boards may make regulations governing payment or part payment of teachers who are absent because of sickness, attending conventions, or because of death in the immediate family.

Another bill provides, in figuring the charge to be made where pupils are transferred to a school, that in addition to expenses of tuition and operating expenses of the school, there shall be added a sum equal to eight per cent of the assessed valuation of the school building to which transfer is made. All these charges are divided among pupils per capita. It is also provided that the transfer charge shall not be in excess of \$15.

A bill affecting the Fort Wayne school board particularly, provides that school boards of cities of a population from 86,000 to 100,000 shall consist of seven members to be appointed by the mayor and to serve without pay. Persons of more than 25 years of age and residents of cities for at least three years may qualify for membership, except those interested in banks serving as depository for school funds and those holding contracts with school cities. The law becomes effective July 15, 1921.

A law has been passed providing for the popular election of school trustees in cities from 58,000 to 70,000. This bill applies only to the Terre Haute school board. A person to be eligible for election must be 25 years old and must have lived in the city at least three years. A four-year term is provided, tho all terms must not expire the same year. The salary is fixed at \$500.



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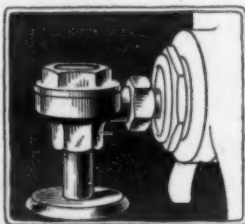
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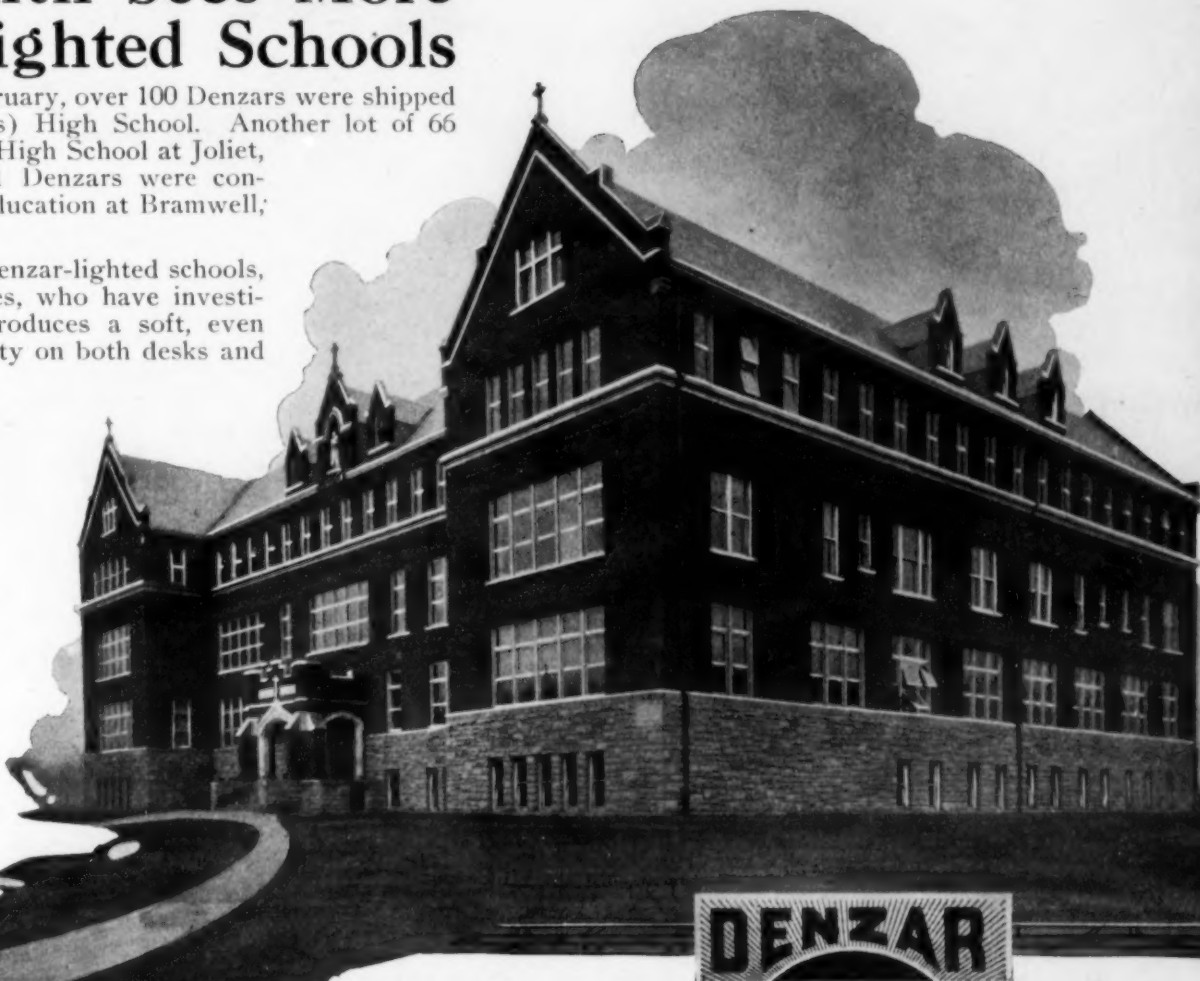
During the month of February, over 100 Denzars were shipped to the Eldorado (Kansas) High School. Another lot of 66 went to the Washington High School at Joliet, Illinois, and 16 No. 401 Denzars were consigned to the Board of Education at Bramwell, West Virginia.

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School Board News

Oshkosh, Wis. The school board has adopted a recommendation for an official survey of the school system. The survey seeks to determine the character of the school system and to adjust the controversy which has arisen between the city council and the board over a proposed reduction of the educational budget.

Milwaukee, Wis. The school board was a tax fight winner in a recent conference with the common council relative to the limitation of the mill tax and the creation of a central budget authority.

The school board asserted its unwillingness to come to the council for its funds on the ground that it had the right to determine what its financial needs were. More complete cooperation between the council and the board has been effected and the members have agreed to submit all requests for additional funds to a vote of the people.

The common council of Oshkosh, Wis., has called a special election to vote on the question of a change in the form of the board of education. Under the plan, the board is to be reduced from seventeen to seven members, with election at large.

Marion, O. The school board proposes a rigid rule governing the use of school buildings for entertainment purposes. The board seeks to discourage promiscuous programs without the permission of the proper authorities, and to prevent interference with regular school work.

New York, N. Y. The board of education has waived its rights in a long controversy, by permitting David Hirschfield, Commissioner of Accounts, to enter the school buildings and to check

up textbooks and other supplies purchased for school purposes. The action was taken following approval of President A. S. Prall and Supt. W. L. Ettinger.

The board had previously been notified of a ruling of Acting State Supt. F. B. Gilbert to the effect that the commissioner has the right to investigate facts pertaining to the purchase, delivery and acceptance of materials.

The board of education of Fond du Lac, Wis., has announced its opposition to a bill introduced in the legislature, making the board an independent body with greatly enlarged powers. The special features of the bill which fail to meet the approval of the directors are those dealing with the power to make a budget not to exceed two per cent of the assessed valuation for the maintenance of the schools.

The Sterling bill providing for an elective, unpaid board for Philadelphia has been called in question because of the classification which makes a distinction between Philadelphia and Pittsburgh. Mr. Sterling answers the criticism with the statement that there is a great difference in population between the two districts and that there is a justification for the separate classification. He points out that previous decisions on this point were based on the fact that there was not a sufficient difference in population to make a separate classification expedient or worth while.

The Court of Appeals of Frankfort, Ky., has sustained the contention of the mayor and other officials of Bowling Green in the use of \$60,000 of the bond issue for 1919 in their refusal to allow the erection of a new high school and improvements on other school property.

The city officials had declined to pay the money on the ground that it exceeded the indebtedness of the city. The higher court held that it would not be constitutional on the basis that the board is a separate corporation from the city government and no liability would attach to the city.

Philadelphia, Pa. The committee on rules and bylaws has ordered the elimination of the rule giving half holidays on stormy days. About one

hundred thousand families are affected by the ruling.

Mr. O. S. Ramsey has filed suit to compel members of the school board of McKees Rocks, Pa., to show cause why he should not remain a member of the board. By action of the majority, Mr. Ramsey's seat was declared vacant because he failed to attend more than two meetings.

Easton, Pa. The position of school architect has recently been created.

An organization of Wisconsin school board directors has been formed at Madison for the purpose of securing greater cooperation in educational projects and bringing concerted action to bear on legislative problems of the state school system.

A permanent organization has been effected with the naming of Mr. W. Albers of Wausau as president, Mr. N. Gill of Reedsburg as secretary, and Miss Gertrude Sherman of Milwaukee as chairman of the executive committee.

The association has outlined a policy through which it plans to eliminate competition which has heretofore existed between cities in engaging teachers, and at the same time to raise the standard requirements.

In addition to problems of a purely administrative nature, the new body will give attention to teachers seeking employment, thus supplanting the existing agencies which demand a fee of the teacher for service rendered.

A meeting of the school boards of ten Minnesota counties was held during the month of February at Crookston. Over fifty school boards were represented by members from the respective boards.

The convention has taken steps toward the formation of a permanent organization based upon congressional districting. Dr. Weeks of Detroit was named chairman, and W. B. Carman, also of Detroit, as secretary of the temporary organization.

Following the permanent organization of the association, the name of Northwestern Association of School Boards was selected. The officers



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elected were: President, P. H. Konzen, Hallock; Vice-President, L. H. Field, Fergus Falls; Secretary, W. B. Carman, Detroit.

A bill has been introduced in the Delaware legislature, creating a new board of education for Wilmington, to be composed of seven members. The board at present, is composed of a president, elected at large, and twelve members, one chosen from each of the twelve wards.

The elimination of the present board of education, and placing of the control of the District of Columbia schools in the hands of technical educators, would be a calamity, according to Asst. Supt. S. E. Kramer of Washington, D. C. The schools belong to the people and the public should have a voice in determining the kind of education that is to be furnished.

The board of education, says Mr. Kramer, furnishes the contact between the general public and the trained technical educators at the head of the school system. The most valuable members, as a rule, are the men with business experience, good, hard common sense, broad vision and a knowledge of the community needs.

A bill introduced in the Wisconsin legislature by Senator H. L. Peterson of Sturgeon Bay, provides for the election of school boards in all cities of the state outside of Milwaukee. It affects 87 cities in Wisconsin.

Under the terms of the bill, the school board is to be independent of the city council and is to have a taxing power up to two per cent of the assessed valuation of the property. Each district is to be an independent corporation, separate and distinct from all the other departments of city government.

The boards are to be composed of nine members in cities of the second class; seven members in cities of the third class and five members in cities of the fourth class. The regular term is five years arranged so that one or more will expire each year. All members are to serve without compensation.

The boards are to have power to fill each vacancy until a member can be elected to fill such vacancy at the next spring election. It will be the duty of the board to hold monthly meetings,

to prescribe rules for the regulation of the school officials, to determine all matters of school policy, to present the need of the schools to the public, to establish and organize high schools, and to employ teachers.

The boards are to also have power to borrow money and to make estimates which shall not exceed two per cent of the city property valuation, for maintaining the schools of the city.

The bill is intended to eliminate the constant arguments between the city councils and the school boards over the matter of school finance.

Dr. C. E. L. Keen, president of the school board at Harrisburg, Pa., has asked the cooperation of the teachers in all matters pertaining to the schools. He also asks the assistance of the school patrons in determining the need of a building program and the necessity for an expansion of the school plant. It is the purpose of the board to erect a University High School and a new Junior High School.

Sheridan, Wyo. The extent to which a teacher may go in punishing a pupil is to be settled in court as a result of the arrest of Ralph Howarth, instructor in manual training. Howarth is accused of punishing a 13-year-old boy.

A demand has been made by the Indiana Senate that the Committee on Rights and Privileges report the results of their investigation into the awarding of schoolbook contracts by the State Board of Education. The committee held several hearings on contracts which, it was alleged, would impose \$18,000 in excess payments on school patrons of the state.

New York, N. Y. General dissatisfaction has been expressed by the two thousand teachers over the new high school economy plan which has been in operation since February first. The plan which was worked out by Associate Supt. C. E. Meleney and District Superintendent John L. Tildsley, changes the old 720 pupil period load, as it is called, and makes a new minimum standard of 770 pupil periods. The plan calls for more work on the part of teachers, requires that they devote less time to activities outside the classroom, and in other ways improves the economic conditions under which the schools operate.

It is the belief of the teachers that the new plan has many faults which impose upon them more work than they can properly do. It is planned to correct all faults in the program and to make such changes as may be deemed advisable to make the plan efficient.

A bill reported favorably in the Maine state legislature provides that a parent or guardian may present a signed statement to the school board of any city or town that he or she is opposed to vaccination, and that the student may be excluded from vaccination, except in case of an epidemic.

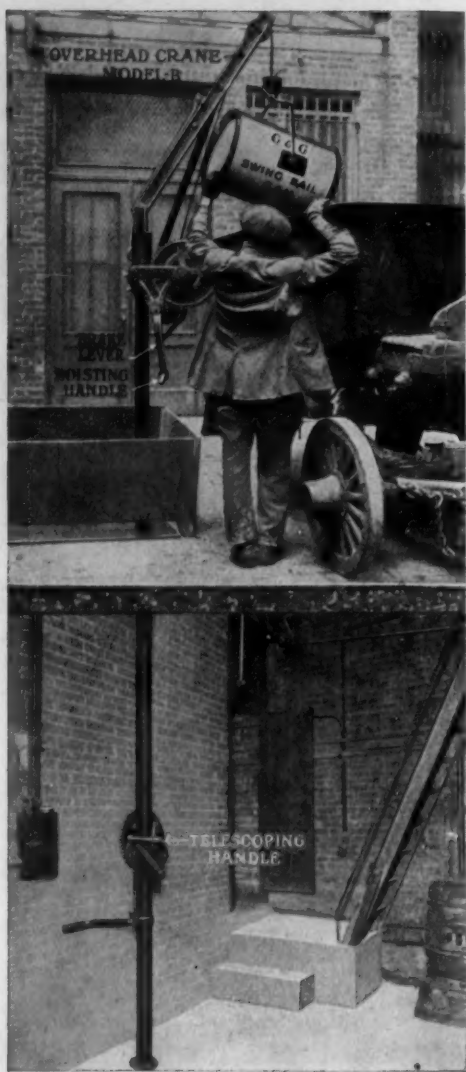
New York, N. Y. Girls who marry under 16 may not be compelled to attend school, according to Magistrate C. N. Harrison in a test case presented by the board of education. It was the contention of the magistrate that husbands ought to have their wives at home.

Springfield, Mass. The girls of the Central High School, by a majority vote, have adopted a uniform costume for school wear. The action followed an agitation on the part of the students, the parents and teachers in favor of dress reforms for high school girls.

A larger attendance in the schools of Paducah, Ky., than for any previous semester has been reported by Supt. Ralph Yakel with the close of the first school term. Enrollment was 4,230.

Kentucky school children waste almost half of their school life by failing to attend classes 61.7 days out of the 150, and cause a loss of \$3,414,312 to the state, according to an article by H. R. Bonner, published in School Life. The general average of the United States shows a total of 25.4 per cent of the term wasted at a loss of almost two hundred million dollars. Kentucky's percentage of waste is said to be higher than that of any other state in the union.

A commission of nine, comprising three members of the school board, three members of the board of aldermen and three citizens has been appointed to make a study of the school needs of Melrose, Mass. The committee will recommend sites, suggest new buildings or enlargements and make a general survey of the needs of the school plant.



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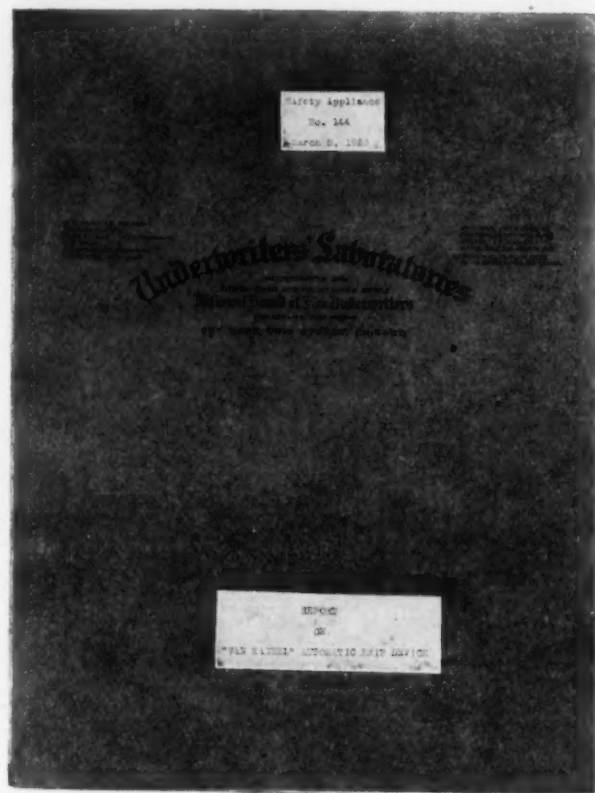
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ORGANIZE SCHOOL ENDOWMENT ASSOCIATION.

A School Endowment and Building Association to aid the local school system has been organized in the town of Litchfield, Conn. It is the idea of the citizens of the community that assistance to the local schools is more valuable for community development and general welfare, than assistance to a higher educational institution. Article 2 of the constitution of the new organization summarizes its proposed activities.

(a) To stimulate and create public sentiment in favor of good schools in Litchfield.

(b) To raise and disburse funds for the erection and equipment of suitable school buildings, either independently or in conjunction with the town of Litchfield.

(c) To create and maintain a fund, the income from which shall be used as an endowment to maintain such buildings and equipment as shall have been provided by the association and for other purposes connected with said schools, as the association shall direct. Such endowment fund to be used either independently or in conjunction with public money of the town of Litchfield.

(d) To own, hold and enjoy as the legal custodian of said fund, or as trustee, real and personal property of every description, and to dispose of and disburse the same for the purposes, and in the manner herein provided.

(e) To help in every possible way to maintain the high standards of education for which Litchfield has been famous.

It is expected that the association will be of general help to the schools but that the actual

determination of the administration of the city schools will be in the hands of the board of education.

AMONG SUPERINTENDENTS

Supt. Wm. L. Ettinger of New York City, in a communication to Mr. Henry R. Linville of the Teachers' Union, has sharply criticized him and the Union for adopting resolutions predicting the new program of period assignments may lead to sabotage in high schools.

Supt. Ettinger in his reply, points out that the tentative program of assignments was made on the basis of careful study and extended consultation and is intended to insure a more equitable distribution of teaching assignments and to effect needed economies. He holds that the question of strain on the teachers remains to be proven by experience rather than by resolution, and asks whether it is a small matter to request unquestioning support and cooperation in a measure that is in the interest of efficient administration and economy of funds.

Commenting on the free use of the word sabotage, Supt. Ettinger points out that the term is one used in connection with industrial strikes and that it is an unfortunate use of the term in connection with teachers and teaching. He asks whether it is possible that a teacher would willfully damage the physical property of the school, or thru any act, endanger the physical, mental or moral welfare of the pupils committed to his care.

Acting State Commissioner Frank B. Gilbert of New York State has rendered an opinion in which he upholds Supt. Wm. L. Ettinger of New York City in his contention that the City Commissioner of Accounts David Hirschfield has no power to investigate reasons for the purchase of textbooks. Dr. Ettinger had previously contended that Hirschfield was permitted solely to investigate the distribution, purchase, delivery and acceptance of textbooks and not the reasons for the purchase, on the ground that this is an educational and not a financial matter.

The salary of the state superintendent of public instruction of Michigan is to be increased to

\$8,000 a year under the provisions of a bill recently introduced in the state legislature. The bill doubles the present salary of the educational director who is at present paid \$4,000.

Supt. Wm. L. Ettinger of New York City has no jurisdiction over the examination of applicants for teaching positions, according to Frank B. Gilbert, acting state commissioner of education.

The dispute which covered a period of several months, involved the power of Supt. Ettinger over the board of examiners, the power of the board of education to determine the subjects and dates for teachers' examinations, and the power of the board to determine the passing mark and subjects generally of examinations under the New York school law.

Under a new salary law of the state board of Virginia, all division superintendents must hereafter give full time to the duties of their office. Applicants for positions as division superintendents are required to show letters of endorsement, to present teachers' certificates, to give evidence that they have completed the required amount of college work and that they are graduates of a standard college.

Kentucky's 69 city superintendents receive an average salary of \$2,784 per year, as against \$1,065 for 120 county superintendents, according to State Supt. G. C. Colvin. The average number of teachers under a city superintendent is thirty and the number under a county superintendent is 91.

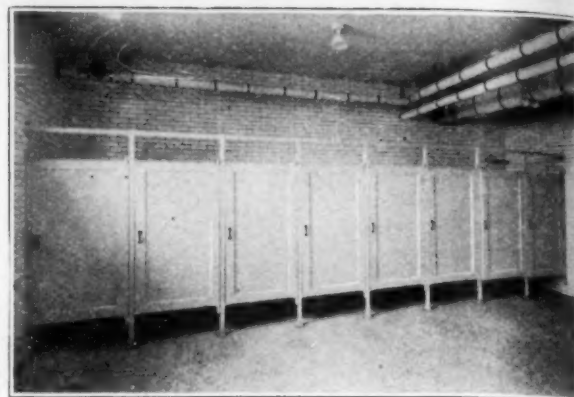
Supt. Colvin points out that many county superintendents hold the superintendency as a side line, their real business being farming or some other work. An effort is being made to raise the qualifications and the salary by giving county boards the right to go outside the county for the best available man.

Dr. P. P. Claxton, Commissioner of the United States Bureau of Education, has suggested a plan for the reorganization of the Tennessee State Board which is intended to remove the schools from politics and to effect a more efficient administration of the schools.



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Dr. Claxton recommends a board of seven businessmen. These men will select the superintendent and handle the affairs of the state schools from the standpoint of the patron and the businessman instead of that of the teacher.

The Rodenberg state textbook bill has been defeated for the third time in the Minnesota legislature. The bill permits the state to publish school textbooks and to supply them to pupils at cost.

A recent report of the Maine State Board, on a survey of city schools, at Bath, shows that the new Dike School ranks below that of the Mitchell School in efficiency. The former school was built under government supervision and is valued at \$50,000.

The Mitchell school is the most satisfactory in arrangement in the city, according to the report, and scores 725 out of 1,000 points. The Dike school attained only 654 points in the survey, and is rated as lacking in the four important points into which the score card is divided.

The report was prepared for the purpose of assisting in the formulation of a building program to include the elimination of unsatisfactory conditions and arrangements, and to indicate improvements which may be made to buildings whose general condition is satisfactory. The survey covered a total of ten buildings.

The proposed school law of Delaware is to be reintroduced in the legislature, with a substitute containing the tax feature which has been one of the main issues of the bill.

Commissioner P. P. Claxton, of the U. S. Bureau of Education has made a nation-wide appeal for improved rural schools. Mr. Claxton believes that the present is an opportune time for the accomplishment of much work toward this end, while the legislatures are considering educational legislation. He suggests that probably no one thing may be done at so small a cost, for this improvement in most of the states may be done by making certain that the office of county superintendent is filled with men and women adequately prepared for their work, keeping the office free of politics, and paying a sufficient amount to get the work done in the best way.

Mr. Claxton says in part:

"Important as it is to the city to have a competent superintendent of schools, it is still more important to the country, and it is no less absurd for the county superintendent to be elected by the people at large than it would for the city superintendent to be so elected, and no less absurd for the county superintendent to be elected and, therefore, responsible to some other body than the county board of education than it would be for the city superintendent to be elected by some other body than the city board of education.

"Yet county superintendents are elected by popular vote on partisan tickets, by county courts not in any other way responsible for the public schools, except perhaps that they may determine to some extent the county tax levy for schools, by commissions representing local school boards over the actions of which the county superintendent is supposed to have some kind of control, and possibly in other ways equally illogical and absurd.

"But, however elected, it may not be expected that competent men and women can be had to give their time to the strenuous, difficult and responsible duties of the office of county superintendent at the salaries paid in a very large majority of the counties of the United States. Fully one-third of the 2,874 county superintendents are paid less than \$1,500 a year and more than one-half are paid less than \$1,800. Not more than 10 per cent of them are paid as much as \$2,500. In one state recently studied by the Bureau of Education more than one-half of the county superintendents are paid less than \$1,000; only 5 per cent are paid more than \$1,550.

"All the conditions under which the country schools are conducted are such as to require of the county superintendent larger ability and harder work than are necessarily required of city superintendents except in the largest cities. Yet the average salary of county superintendents is much smaller than that of the superintendents of cities having much smaller numbers of children of school age.

"In all the states in which county superintendents are not elected by responsible boards to which they in turn are responsible and in which

salaries are not large enough to make it possible to fill the offices with competent men and women giving full time to the duties of the office, legislatures should take steps at the earliest possible moment, making these things possible and requiring them. Nowhere should the salary of the county superintendent be less than \$2,500, and in the larger counties the salaries should be at least as large as the salaries of superintendents in cities having as large school population.

"To enable the weaker counties to pay adequate salaries, and for many other reasons, the state should pay one-half of the minimum salary at least.

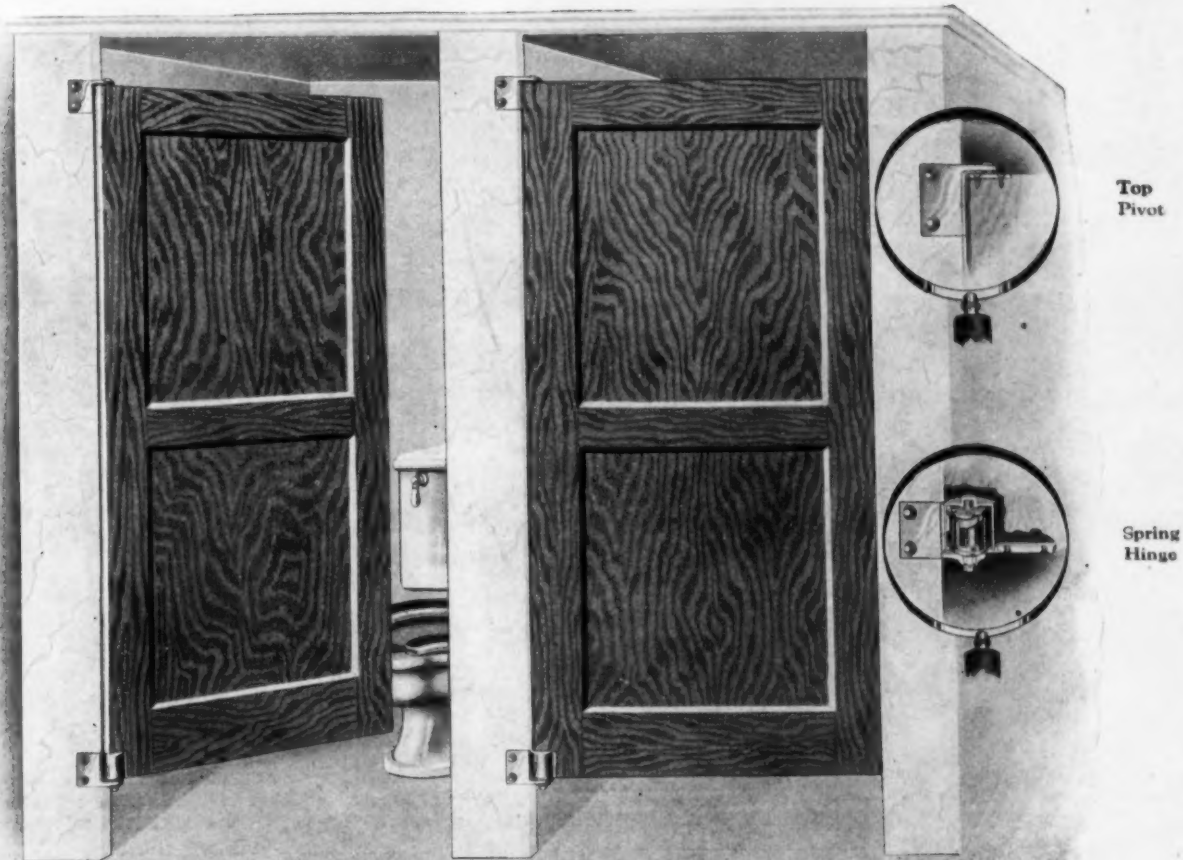
"Boards of education should have the power to select county superintendents from the country at large and should be required to select them only on the basis of professional preparation and ability.

"The offices of the county superintendents should be supplied with such clerical help as will make it possible for the superintendents to devote a maximum of their time to their administrative and supervisory duties, and county boards should be permitted to employ supervisors to assist the superintendents in helping the teachers with the work of organization and teaching, or else the state departments of education should have connected with them sufficient numbers of expert supervisors to render the needed help to the counties, making it unnecessary for the counties to employ supervisors at their own expense."

Boston, Mass. A school for convalescent children is maintained at the Boston City Hospital for the benefit of children of varying ages who are awaiting their release from hospital routine. A total of 43 children has been enrolled and the school has met a very great need in giving the children interesting occupations and at the same time helping them in their school work. A point of contact is made with the teacher in the school from which the child comes and instruction is fitted to the particular needs of each.

New Haven, Conn. Four lunch classes have been inaugurated in as many schools for undernourished children.

The Best Hinge for Hard Service



Lawson's "Universal" Pivot Spring Hinge

THE hinges used on school toilet and lavatory doors must stand up under unusually hard usage. The doors are kicked open, slammed shut, and swung on continually.

Right here is where Lawson's "Universal" proves its worth. Being a pivot hinge, it gives the door an absolutely sagless support that will stand up indefinitely under the most exacting conditions. Without being clumsy, its construction is sturdy. Its neat and finished appearance adds to the attractiveness of any job.

This hinge is "Universal" in its application. It

See pages
1018-1019 in **Sweet's**

can be used for either single or double acting doors opening in or out with either right or left hand swing. Adjustable, after installation, to any alignment with regular or reverse spring action.

This general adaptability to any construction insures against delays due to last minute changes in plans or details, a time and money saving feature of no small importance to architects and contractors.

And — Lawson's "Universal" Hinges cost less than the ordinary kind. Once you use them you will be as enthusiastic about them as the hundreds of others who know now what they will do. Investigate!

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illustrated catalog.

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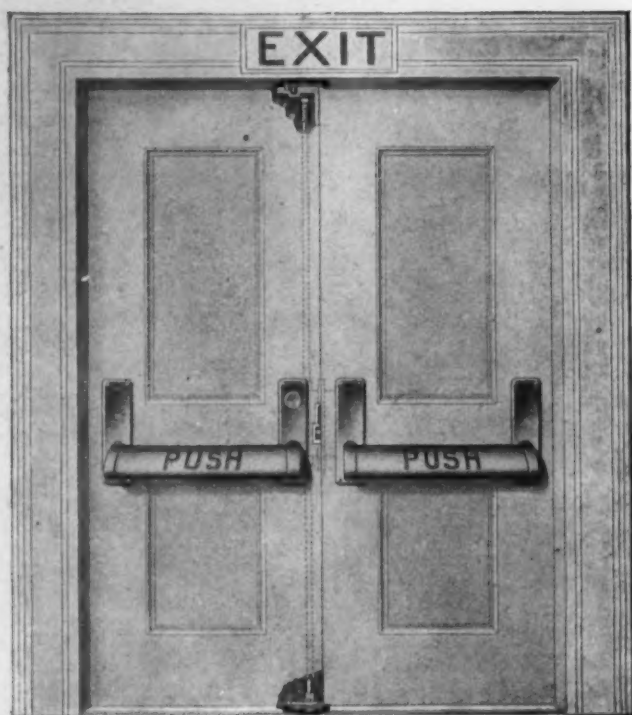
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Quick exit assured Safety provided

Members of school boards and other officials on whom the responsibility rests should make full provision for protection to life in case of panic by the use of this safety device.



SARGENT

Reg. U. S. Pat. Off.

Fire Exit Door Bolts

as illustrated above, are attractive in appearance, strong in construction and quick in action. The construction is such that in operating the push bar the hands or arms cannot be caught between the bar and the door.

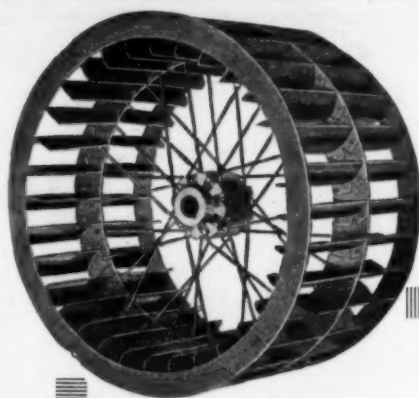
They have a wide push bar which projects only $2\frac{1}{2}$ inches from the surface of the door, permitting the door to swing wide open so as not to obstruct passage through the doorway. Slight pressure on the bar at any point will release the bolts instantly. All edges and corners on the bars and brackets are carefully rounded, eliminating all possibility of wearing apparel becoming accidentally caught.

**Sargent Fire Exit Door Bolts,
Locks and Hardware are sold by
representative dealers in all cities.**

SARGENT & COMPANY, Manufacturers
New Haven, Conn.

New York

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Bayley
Equipment

Has rendered "Super-Service" in schools ever since Bayley engineers first conceived the principles on which it is built. So satisfactory is this service that today school after school is being converted to the use of Bayley Plexiform Fans for ventilating and the scientific distribution of heat, and Bayley Chinook Heaters for heating purposes.

Bayley Engineers

are ready to give you the benefit of their many years of practical experience in designing and installing special equipment to fit existing building conditions, or in designing installations for new buildings. Their services are yours for the asking.

Ask Right Now.

BAYLEY MFG. CO.
Dept. H. MILWAUKEE, WIS.



High School, Red Bank, N. J. E. A. Arend, Architect.

The fresh pure air delivered by the Peerless System is not only heated to the proper temperature, but by being passed over a body of water in each Unit is humidified to a suitable condition for breathing. This assures a supply of uniformly good quality air which is not possible if untreated air is brought into school rooms, particularly if the school is located in a congested or dusty district. Unless the pupils are supplied with a sufficient amount of pure air the result of their work is found to be far below standard. Not only are their assimilating faculties depreciated, but increased liability to actual physical ills becomes a menace. Lassitude, sluggishness, and headaches are the more common indications of poor or insufficient ventilation.

Our engineering staff is at your service.

PEERLESS UNIT VENTILATION CO., INC.

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NEW YORK CITY

DURAND STEEL LOCKERS

Your school is growing. There is every reason for our schools to grow, every year.

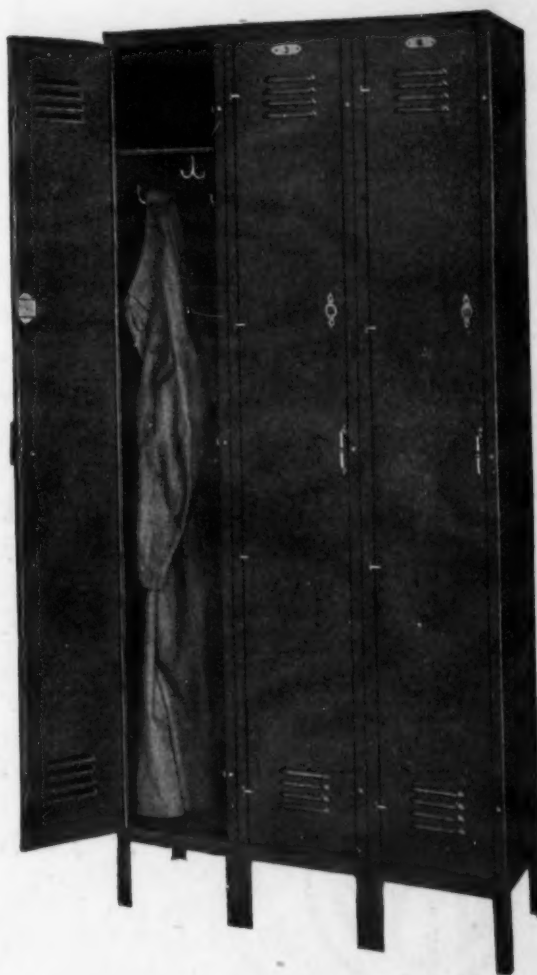
With Durand Steel Lockers it is easy to expand your accommodations pace by pace with increasing enrollments. Additional lockers are easily added at any time; if necessary, it is easy to re-arrange the position of lockers.

And your old Durand Steel Lockers will in all respects be as good as the new ones added. Durand Steel Lockers do not depreciate perceptibly with usage, nor lose their handsome appearance.

DURAND STEEL LOCKER COMPANY

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New York City



Mr. John Callahan, Director of Vocational Education in Wisconsin, has announced his candidacy for the office of State Superintendent of Schools at the April election. Supt. Charles P. Cary, the present incumbent, has been in office for the past eighteen years and has previously been unopposed for reelection.

Mr. Callahan bases his candidacy on a program of reorganization of the state school system through an elimination of the present dual administration. He stands for the removal of the superintendency from politics by making the office appointive as a representative of the state board of education. He supports the Skogmo plan for the administration of the state school system.

The salary of Supt. D. B. Corson of Newark, N. J., has been raised from \$7,500 to \$10,000. The increase which became effective February first, makes Supt. Corson the highest paid official of the Newark school system.

Supt. T. F. Fitzgibbon of Muncie, Ind., has been elected president of the Indiana Town and City Superintendents' Association.

Robert Lee Harris, of Columbia, Tenn., has been unanimously reelected as head of the school system.

Miss Harriet L. Keeler, teacher and author, and formerly an acting superintendent of the schools of Cleveland, died at Clifton Springs, N. Y., at the age of 76.

Miss Keeler was appointed acting superintendent of schools in 1912, and served from January to September. She was a teacher for forty years. Miss Keeler had made her home at Oberlin since

last summer, intending to spend her last years in the college town.

Mr. Fred L. McChesney of Marianna, Ark., has been reelected for the next year.

Mr. W. T. Doggett of Denton, Tex., has been reelected for another year.

Mr. F. H. Craig, superintendent of schools at Neponset, Ill., is a man who has served in the schoolroom for 39 years, and who has never been absent or tardy.

The school at Neponset, over which Mr. Craig presides, is open from seven in the morning until late at night. It is open on Saturdays and holidays.

The grounds of the school at Wetherfield, where he was in charge for fifteen years, bespeak his love of flowers and the beautiful. There are great flower-beds and there is a riot of bloom when the tulips burst forth into blossom at one time. There are over two hundred trees of different varieties upon the school grounds.

At 62 Mr. Craig is by no means an old man, but in his prime. His 62 years are a crown and no burden. Mr. Craig is young and he will never be old, for in his heart is the fountain of youth. An index to the character of the man is found in his poem, "Narcissus," which is from his pen.

Mr. R. G. Dykstra, Principal of the Willamina Schools, at Willamina, Ore., has accepted a position on the staff of the Educational Foundations Magazine, of New York City.

Supt. W. C. Lawson has been reelected head of the schools of Bryan, Tex.

Supt. August Berau of North Providence, R. I., has announced his resignation effective on March first.

Supt. Earl B. Taylor has been reelected head of the schools of Leroy, N. Y.

Mr. F. C. Bray of Sparta, Wis., has been elected superintendent of schools at Fort Atkinson.

Supt. J. W. O'Banion of Ennis, Tex., has been reelected for two years.

Supt. George B. Miller of Aberdeen, Wash., has been reelected for a period of three years.

Supt. Ira B. Fee of Missoula, Mont., has been reelected for a three-year term.

Supt. C. K. Wilkerson of Hamburg, Ark., has been reelected for a three-year term.

Mr. John G. Rossman of Stuttgart, Ark., has been elected superintendent of schools at North Little Rock.

Supt. J. J. Skinner has been elected at Owatonna, Minn.

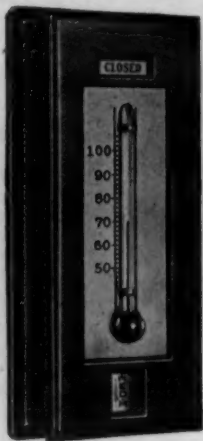
State Commissioner Payson Smith of Massachusetts was the guest of honor at a testimonial dinner, given in Boston on February 13, in appreciation of his decision to remain as head of the state's educational department. Dr. Smith has received remunerative offers from other parts of the country.

Supt. M. N. McIver of Oshkosh, Wis., has announced his resignation effective with the close of the school year in June.

The continued illness of Dr. Calvin N. Kendall, State Commissioner of Education of New Jersey, has made a rumor current in the state that he will not seek reappointment at the expiration of his term on June 30th. Dr. Kendall is completing his second five-year term since his appointment by the governor in 1911.

Dr. Henry Snyder of Jersey City and Secretary A. B. Meredith of the Connecticut Education Department are prominently mentioned as possible successors to Dr. Kendall.

Grand Island, Nebr. The board of education settled the question of superintendency of their schools recently by reelecting Superintendent R. J. Barr, who has been superintendent of the Grand Island schools for thirty-nine years and who is seventy-two years of age, for one year more. On July 1, 1922, Mr. Barr becomes Superintendent-emeritus at a salary of \$1,500 per annum. On this date Mr. C. Ray Gates, now superintendent of Columbus, Nebraska, becomes superintendent of the Grand Island schools for a two year term at a salary of \$4,000 for the first year and \$4,500 for the second year. The Grand Island board did not ask for applications, but about a year ago began quietly looking around for a successor to Supt. Barr. The choice of Mr. Gates was unanimous and he was invited to accept the appointment.



JOHNSON— The Accepted Standard

School architecture like all forms of building construction has now accepted standards. Sizes of classrooms are standard. Fireproof construction is being standardized. Temperature regulation was standardized years ago by Johnson.

After 38 years of experience we have perfected the



Johnson (Heat Humidity) Control

and the satisfactory operation of thousands of school plants tells its own story of our progress. We are not overstating our case when we assert that Johnson is the accepted standard in temperature regulation.

The Model Metal Diaphragm Thermostat and the "Sylphon" Metal Bellows Diaphragm Valve make the long-looked-for and only ALL-METAL SYSTEM.

It costs more, but it is the best.

The Johnson Service Company
MILWAUKEE, WISCONSIN

THE OLDEST—THE LARGEST—AND ALWAYS THE MOST PROGRESSIVE



Personal News of School Officials

The school board of Wildwood, N. J., has reorganized with the election of Mr. E. M. Johnson as president and Mr. W. C. Todd as secretary.

Mr. P. W. Shaffer has been appointed as secretary of the school board at Windber, Pa., to succeed Mr. J. W. Hile.

Mr. Ralph D. Paine has been reappointed to the state board of New Hampshire.

Maj. Frederick L. Bogan has been elected chairman of the school board of Boston.

New Bern, N. C. The school board has elected Mrs. Clyde Eby, Mrs. E. K. Bishop and Mrs. Wade Meadows to membership on the board.

Dr. Jerome A. O'Connell of the Board of Examiners, of the New York Board of Education, died on February 22nd following a nervous breakdown which he suffered last June. Dr. O'Connell was a graduate of the College of the City of New York and of the law department of New York University. As a member of the board of examiners Dr. O'Connell was rated as the most progressive of all and he became known to the school world in a short time.

Miss Rose A. Gilpatrick has been elected a member of the school board at Hallowel, Me., for the period of two years.

Mrs. E. S. H. McCauley of Beaver, Pa., has been elected president of the Pennsylvania School Directors' Association. Mrs. McCauley is the first woman to serve as head of the state organization.

BOARDS OF EDUCATION.

Declaring that the accounting system in use by the Indianapolis school city is "obsolete," H. A. Roney, a certified public accountant, has recommended complete revision of recording methods. Mr. Roney advised a complete double entry sys-

tem thruout all departments as soon as possible. He also called attention to the condition of the secretary's records and minutes prior to 1920.

"The minutes are very incomplete and are purely memorandums," the report stated. "They do not set out in detail, as should be done, all of the proceedings and it is questionable whether all data relating to the board's actions at each meeting are recorded therein, for corrections have been made and the minutes approved as corrected."

"This condition has been remedied during the year 1920 to a great extent by the employment of an expert stenographer, who takes notes verbatim of all matters coming before the board at each meeting and furnishes both the board and the secretary with a condensed report."

Among the various charges, the report declares that expenditures were made without approval of the board as follows: \$15,950 spent at school No. 4; more than \$10,000 spent at school No. 23 without the board's approval; \$6,134 spent at school No. 26; more than \$20,000 expended at school No. 59, a large part of which is said not to have been approved.

The department of buildings and grounds is charged in the report with having failed to keep a record of disposal of salvaged materials and also failed to keep any check on the supplies used from the school shop, permitting a great deal of work to be done without formal order of the board. A change of contractors is said to have been brought about by the superintendent of buildings and grounds in August, 1919, which is alleged to have resulted in a net increase of about five per cent for the work.

Large-sized school desks, which cost \$7.50 when new, are charged by Mr. Roney with having been sold for 50 cents each, at a time when the Arsenal Technical high school is said to have needed such desks badly.

Concerning expenditures of school board funds, Mr. Roney charges that more than \$6,000 was paid to one firm and more than \$1,500 to another firm within the last six months of 1919 without advertising, as well as expenditures of thousands of dollars' worth of plumbing supplies without any attempt to comply with the law.

Mr. Roney's report on this phase of the manner of handling accounts follows:

"A great many purchases were made as an 'emergency' on account of the department of buildings and grounds failing to make their order for supplies until just ready to use them and such material was ordered without notice to receive bids so that the mechanical force would not be idle."

Bert S. Gadd, a member of the Indianapolis school board, has scored the practice of soliciting money from pupils in schools for drives and benefits. The matter was called to the attention of the board by a letter from the grandmother of several school children, who asserted that children lose their caste among their schoolmates when they refuse to donate money and that to avoid this they give even when faced by privation in the home.

Supt. Frank W. Ballou and district school officials of Washington, D. C., have completed a tour of the principal large cities of the country for the purpose of studying types of schools erected in the different communities. Special attention was given in the study to the type of building, cost of construction and the means used for raising funds.

The abolishment of graded school districts and emergency schools in Kentucky, and the repeal and reenactment along lines of the consolidated school law, have been recommended by the Kentucky County Superintendents' Association preparatory to the inauguration of the nonpartisan county system.

The superintendents recommended the elimination of the three-year high schools and approved the constitutional amendments providing for taking the state education department out of politics and distributing the school fund on a more effective plan.

The superintendents recorded their opposition against teachers who wilfully resign their positions while under contract; indorsed higher qualifications for teachers, the centralization of certifying power, and the basing of the salary schedule on professional training and scholarship and successful experience.

CLOW

Humid Heat Saves Money As Well As Lives

Dry air is dangerous as well as unpleasant. The prevalence of illness in winter is largely due to it.

Ordinary steam or hot water heating takes the necessary moisture from the air.

GASTEAM heating, however, compensates for this drying action by replacing just enough moisture for normal humidity.

In a school, for example, that means more comfort and better health for the pupils—with quicker brains and higher grades in consequence.

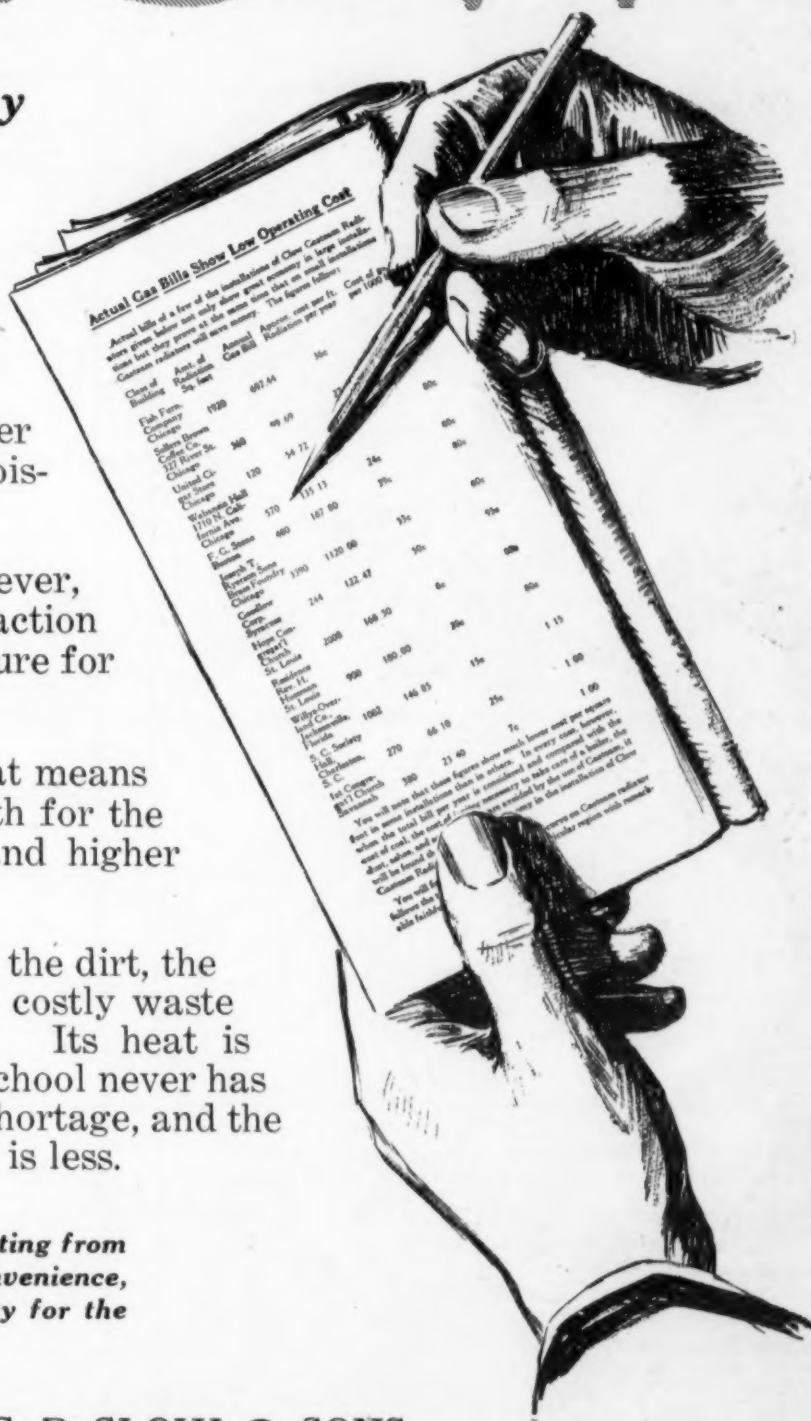
GASTEAM does away with the dirt, the boiler and piping, and all the costly waste that goes with coal heating. Its heat is cleaner and pleasanter. The school never has to be closed because of a coal shortage, and the fuel bill at the end of the year is less.

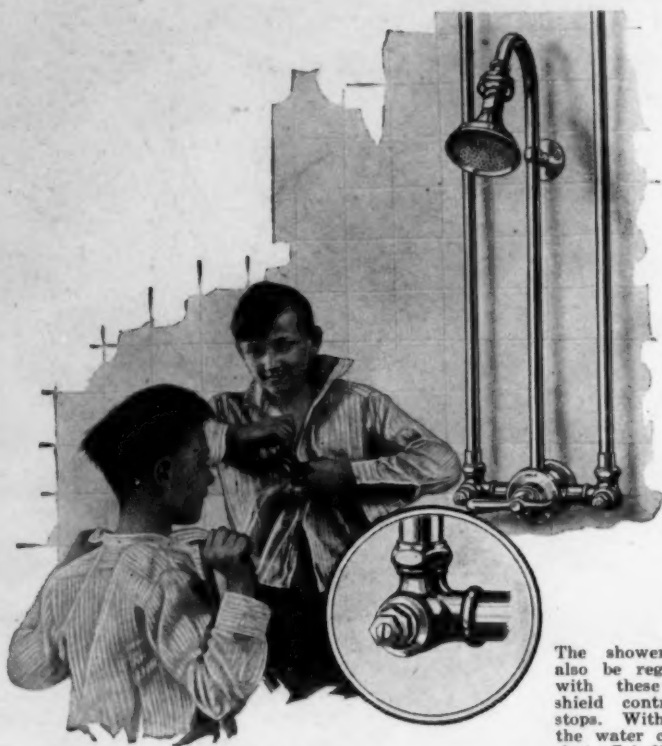
Whether you consider heating from the standpoint of convenience, health or cost, write today for the Gasteam Book.

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General Offices: 534-546 S. Franklin, Street, Chicago
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“Gasteam”



Wash and Bathe in Running Water*"Now for the Shower—Quick!"*

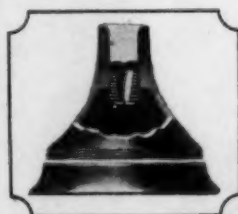
The shower can also be regulated with these lock shield controlling stops. With them the water can be shut off individual showers.



Here is the Mixometer. A turn of the handle and you have just the desired shower temperature—no water wasted waiting to get it right.



2. Then there is the Kas-Bras (cast brass) head. Every hole is drilled at an angle to throw all the water on the bather—again no water wasted. This head will withstand any water pressure.



3. For high pressure a concealed control in the Kas-Bras head is furnished when specified. You set it with a screw driver and put the face back on the head. No one knows it's there and it keeps the flow of water at 6 gallons per minute—enough for a delightful cleansing shower. Again no water wasted in too much "force."

(Two minutes are enough for a shower.)

Some other time we'll tell you something about Speakman Quality—that ability to give years of service without being laid up for repairs.

Meanwhile bear in mind that any advice we can give you pertaining to showers is always yours for the asking.

Speakman Company
Wilmington Delaware

SPEAKMAN SHOWERS

USE 20th CENTURY Drinking Fountains

**Strictly Sanitary
Durably Constructed**



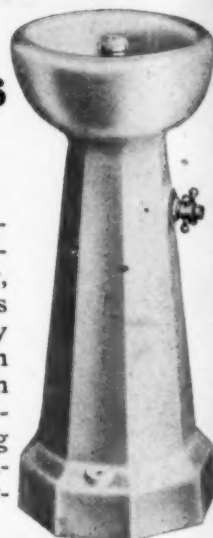
"20th Century" bubblers heads are made with single hole as shown above, or with five holes as shown below, and with removable white porcelain or German silver top, easily adjusted.

The "20th Century" bubbling fountain always provides a clean, refreshing, healthful drink and prevents the spread of diseases. They are a positive necessity in every school. Twenty-seven states and most cities prohibit the use of the drinking cup, because they are unsanitary and positively dangerous.

We can furnish practically any style of bubbler you might need; the largest line on the American market.

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Send for our new catalog, so you will have it handy when you are ready to order.



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**For Ceilings, Walls and Floors
of Schools and Colleges**

CEMCOAT the sanitary, light-reflecting wall coating for halls, toilets and recreation rooms. Easily kept clean—in washing with soap and water does not affect Cemcoat. Furnished in white or colors.

SONOTINT especially adapted for classrooms because its velvety finish reflects light without glare.

LIGNOPHOL the modern hardener gives new life to old or new wooden floors. It prevents splintering and wear.

Lignopholed floors last longer and are dustless, smooth and sanitary with a pleasing decorative surface.

*Write for full information
and testimonials from schools*

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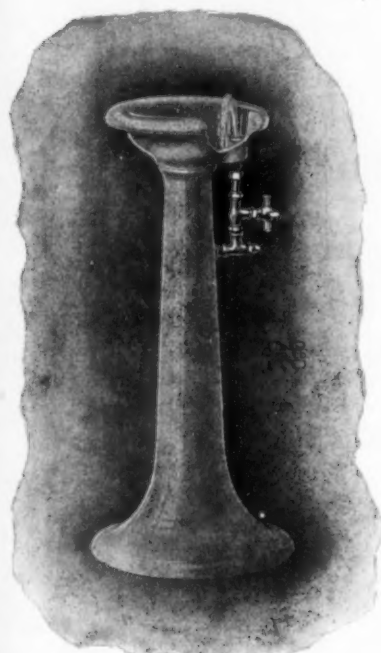
Dept. 22

264 Pearl Street

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RUNDLE-SPENCE "VERTICO-SLANT" DRINKING FOUNTAINS

prevent tampering and pilfering, and also discourage squirting, the cause of finger contamination, as it is impossible to do so without wetting the operator more than the other fellow.



No. C-143

ELIMINATE CONTAMINATION

—equip your schools with the health promoting Rundle-Spence "Vertico-Slant" Drinking Fountains. They are absolutely sanitary in design—durable in construction—plus, economical in cost. They combine simplicity of construction with beauty of appearance and will harmonize perfectly with the most simple and elaborate surroundings.

NOZZLE CANNOT BE TOUCHED WITH LIPS

Rundle-Spence "Vertico-Slant" Drinking Fountains have no hoods on which the corner of the mouth can rest; no filth collecting crevices that are impossible to clean, as the bowls are of extra heavy vitreous china and are of free open construction.

Rundle-Spence "Vertico-Slant" Drinking Fountains are made in a wide variety of designs to meet every requirement.

Our new 73 page catalogue, illustrating both expensive and inexpensive "Vertico-Slant" Drinking Fountains in detail, will be gladly sent you on request.

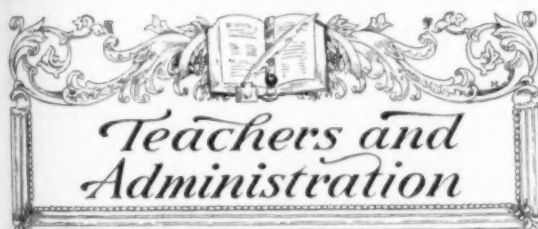
Rundle-Spence Mfg. Company

52 Second Street

Milwaukee, Wisconsin



No. C-92



Teachers and Administration

One of the problems confronting the normal schools is that of insuring adequate knowledge of the common branches on the part of those who graduate.

The State Normal School at Bellingham, Wash., has solved this problem in a new way. Standardized tests in the common branches are given to all the students, and they are expected to meet as a minimum, the standard required for the eighth grade. It is planned to gradually raise these standards after the system has become well established.

A passing mark in standard tests is made a condition of admission to classes in special methods and practice teaching. Also, it is a prerequisite for any certificate issued by the school. Failure in any standard test means that the student must take that subject in classwork. While a credit may be earned in this course, the credit does not count toward graduation.

In addition to the foregoing, all students are required to undergo physical examinations and to take such remedial steps as may be necessary to correct physical defects and to improve their health. After the proper steps have been taken, a second examination is made and the results recorded in the office of the appointive bureau. While the physical and mental ratings are not made public, they are an aid to the bureau in making intelligent recommendations of teachers.

Patchogue, N. Y. An increase of \$6,000 has been voted to the board for increases of \$100 in teachers' salaries. The minimum salary for grade teachers has been fixed at \$1,200 and that for high school teachers at \$1,400 to \$1,500.

Colorado Springs, Colo. The board has adopted the Bair salary plan for school teachers. The plan provides a total increase in teachers' salaries of \$26,000 and will be effective next fall.

Frankfort, Ky. Because office-holders at Frankfort have been compelled to leave home and business in various parts of the state and move their families to the capital and receive less compensation than school people, who are not employed for a specified time but become permanently located and pursue their professions, the state examiner has asked that regents of the two normal schools reduce salaries as soon as possible. He argues that the teachers' salaries are out of line with salaries paid by the state to officers at the capital. Salaries at one school range from \$65 to \$308 a month, and at another from \$75 to \$216.

The state of Kentucky has a surplus of school teachers, according to Supt. G. C. Colvin. The surplus which is estimated at two hundred, is due to the fact that salaries have been increased almost one hundred per cent.

Waterbury, Conn. The board has adopted an amendment to its rules, providing that no teacher shall be appointed who has not had at least one full year of successful experience in teaching. No teacher may be placed on the "waiting list" who has received a rank of fair or lower in normal school, unless she has taught for a year elsewhere, or pursued a year's teaching meeting with the approval of the superintendent.

The names of teachers who have been offered three positions, and have not accepted the same, will be placed at the foot of the waiting list. The salary at the time of appointment will be the same as for three years of service.

Immediate steps have been taken by the House Appropriation Committee of the Pennsylvania legislature to complete the deficiency bill which is to provide for the teachers' retirement system and to meet the cost of maintenance and operation.

The educational council of the Kansas Teachers' Association has recommended that the governor appoint a commission of five persons to investigate conditions and to frame an educational code for the state. The new code is to

replace the present three hundred pages of complicated school laws.

The teachers' retirement fund law of Wisconsin must undergo many changes at the hands of the legislature to develop it from a financial hazard to a sound institution, according to Senator Kuckuk, who as chairman of the legislative committee, spent a year making a complete investigation.

With the cooperation of the teachers and interested people of the state, a new plan has been worked out which greatly changes the scope of the law.

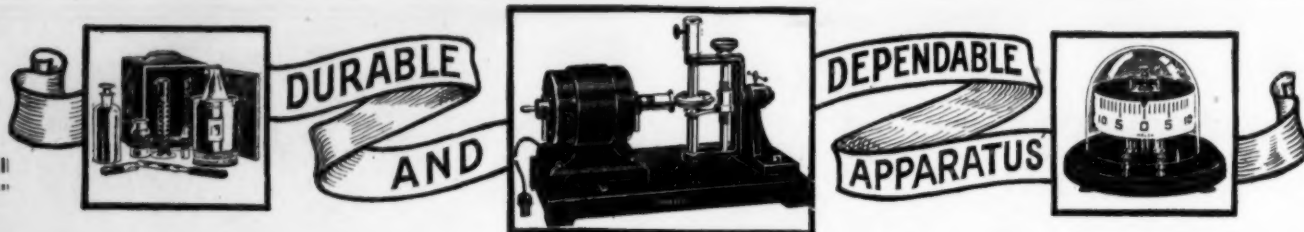
Under the plan, every teacher who has made contributions to the present teachers' fund is to receive all of the benefits promised. Every right and privilege has been safely guarded under the plan.

The tentative plan will not only be open to teachers outside of Milwaukee, but to normal school teachers and the university staff. It is designed to aid the teacher who desires to dedicate her life to the state.

It is provided that all teachers in the state over the age of 25 years shall make contributions to the teachers' retirement fund, this contribution to be five per cent of the teacher's salary. At the end of each year, the state is to make a contribution determined by the amount of the teacher's deposits and increasing with the length of service. The sums paid by the state and the teacher are credited to a separate account kept by the state in the name of the teacher.

Under the present plan, a teacher is permitted to retire at any time, but the amount of the annuity will be determined by the amount of contributions which the state and the teacher has made to the fund thru the years of service. Since the contributions are based on salary, the amounts of the annuity vary, but the general principle is applicable to all cases. Annuities are only paid upon retirement and not while the teacher is still teaching.

Teachers in the Chicago schools have perfected a plan for an educational campaign to save the schools and to obtain educational relief from the legislature, and they ask for representatives to



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free the schools from oppressive clauses under existing laws.

Conditions governing the employment and dismissal of teachers and other employes in the schools of Indianapolis have been prescribed in a bill introduced in the Indiana legislature. The bill provides that teachers who have not served in the common schools for a period of three consecutive years, shall be appointed by the superintendent, subject to the approval of the board. The services of teachers who have served three consecutive years shall be secure during good behavior and efficiency. Failure to reemploy a teacher after the expiration of a contract will be held to be equivalent of dismissal.

No teacher may be dismissed or subjected to a reduction in salary except for inefficiency, incapacity, unbecoming conduct or other just cause, and after a charge of the cause or causes have been submitted to the teacher in writing, signed by the person making the same and approved by the superintendent.

Teachers against whom charges are made will be permitted to appear before the school board, with counsel. A teacher may be suspended pending a hearing of the charges, but in case the charges are not sustained, salary must be paid for the time suspended.

Dismissal of any janitor, librarian or other employe, not including teachers, may be subject to the approval of a majority of the board, and a hearing must be given if the discharged employe demands it.

The school board of Grand Rapids, Mich., has adopted a resolution providing for the operation of the new salary schedule as soon as funds are available. The schedule raises the present maximum from \$1,600 to \$2,000.

The statistician of the Illinois Department of Education has compiled data showing the average salary of teachers in the state.

Of the 207 superintendents, two received \$300 or less a year, 66 from \$300 to \$1,000 a year, 80 between \$1,000 and \$2,000 a year, 45 between \$2,000 and \$3,000, and 14 between \$3,000 and \$6,000. Kindergarten teachers, of whom there are 40, are paid between \$300 and \$1,500 annually,

the chart shows. Of the 9,540 teachers in the rural schools, all are paid less than \$1,600 a year. Salaries of the graded elementary school teachers range from \$300 a year to \$5,500. There are 10,527 of the latter grade. Ninety per cent of the 4,134 high school teachers are paid less than \$2,000 a year, and the majority of the 248 junior high school teachers receive \$1,500 or less.

Pres. Thomas W. Butcher of the Kansas State Normal School has declared that the crisis in the shortage of teachers is past and that the rush from the commercial world back to teaching has begun. This means that there will be no dearth of teachers next fall and no schools will be closed for lack of instructors.

President Butcher believes that the return of former teachers will make competition keen and will force standards of below-standard teachers on temporary certificates to drop out of the profession or prepare for continued work in the profession. He believes that the best teachers will survive and that there will be a greater demand for teachers with professional training than there has been since the war.

The school board of Harrisburg, Pa., has three well equipped lunchrooms in operation, located at the Technical High School and in two of the junior high schools.

The lunchrooms are operated by expert cooks and are under the direct supervision of Miss Mabel Ashenfelter, school dietitian. The food is not only appetizing and tasty but also nourishing. Each school day of the year the lunchrooms serve from 1,200 to 1,500 boys and girls.

The records show that soup, macaroni and cheese, baked beans, sandwiches, chocolate pudding, apple dumpling and custard are popular. The price of articles ranges from four cents to fifteen cents. When reports show a balance, the price automatically drops so that the pupil reaps the benefit.

Intensive and practical training of men and women for efficient service in commercial, industrial and domestic pursuits is provided in the evening schools being conducted at Harrisburg, Pa. The department of evening schools and extension activities is a branch of public school

service and is most directly responsive to the immediate and practical needs of the adults of the community.

The subjects studied include shop mathematics, sketching, elementary machine design, electricity, shorthand and typewriting, business English, bookkeeping, commercial arithmetic, spelling and penmanship. A class in sewing is conducted in one of the junior high schools, while two further classes in elementary branches for colored persons and English and civics for the foreign-born are conducted in convenient locations.

—The Orange and Black Literary Society of the Escanaba, Mich., high school took entire charge of raising the "Near East Fund" for Delta County. They raised the required amount of \$5,000.

—Haverhill, Mass. The board has granted automatic increases of \$100 up to the maximum salary provided.

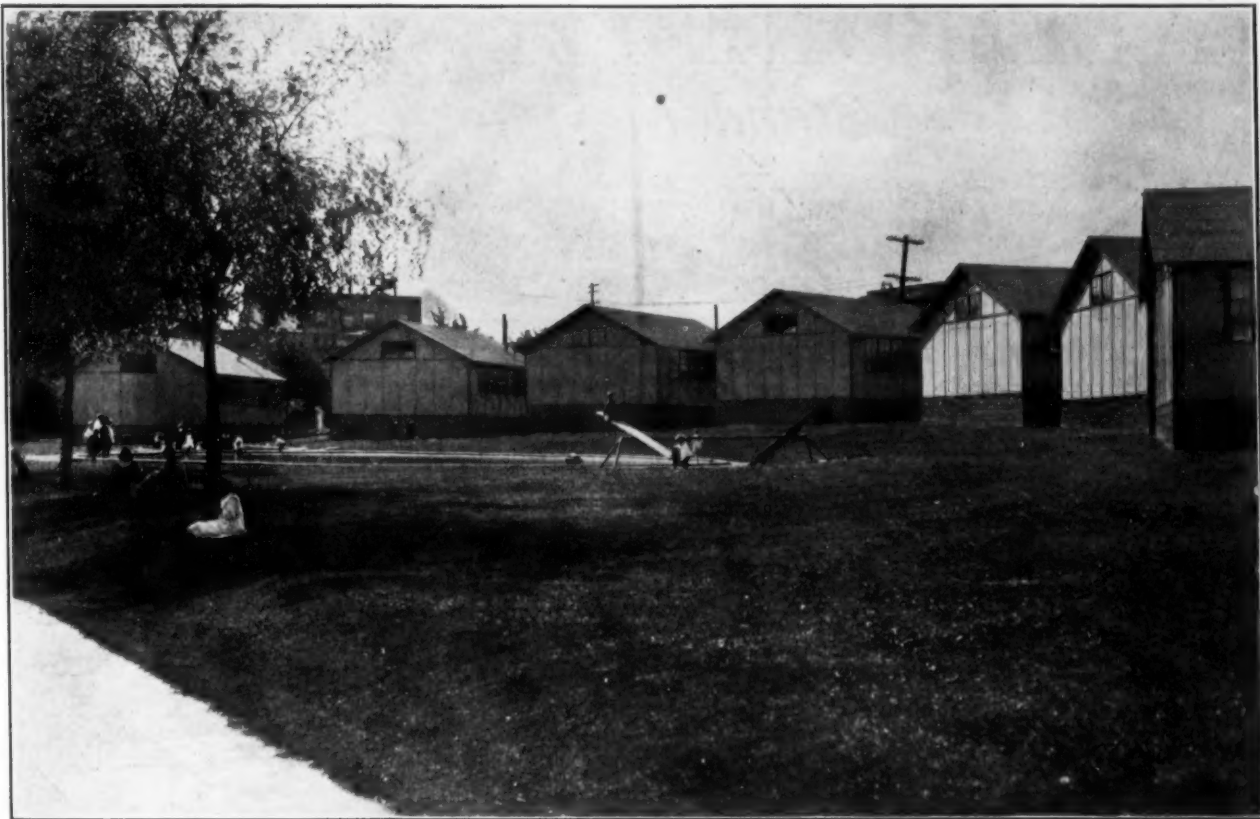
New Bedford, Mass. Supervised study in the high school has been eliminated since the opening of the school term in February. The decision to discontinue the plan followed one of the most bitter controversies in the history of the board, and permits a return to the single session plan.

DISCONTINUES PUBLICATION

The School Bulletin of Syracuse, N. Y., closed up its business in December last. The decision to discontinue the publication of the paper was hastened by an accident to the Editor, Mr. C. W. Bardeen, and so the Bulletin after a service of 46 years has come to an end.

During a period covering 556 months, Editor Bardeen personally prepared and directed the material for the paper. It has been a heavy responsibility, coupled with the work of the teachers' agency and the growing business in school supplies. Altho Mr. Bardeen felt that he must relinquish some of the work, it was his desire to complete the fifty years of service which he had almost reached.

Many of the articles which have appeared in the Bulletin from the pen of Mr. Bardeen have been collected and reprinted in books until the collection is a library in itself.



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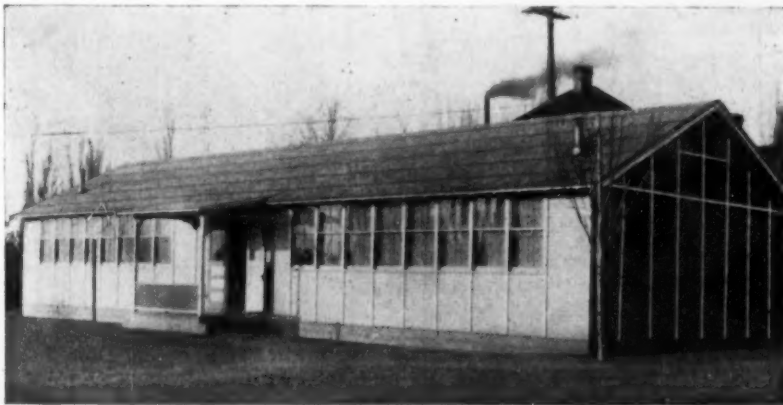
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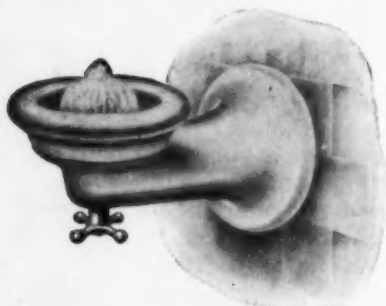
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REPORT OF COMMITTEE ON RESOLUTIONS OF THE CITIZENS' CONFERENCE ON EDUCATION FOR THE NEW ENGLAND STATES, HELD AT BOSTON, MASS., JANUARY 21-22, 1921.

The Citizens' Conference on Education for the New England States, which held a meeting in the auditorium of the State House, Boston, January 21-22, adopted a special report of the Committee on Resolutions. The report is in the form of a statement of principles and belief rather than a set of resolutions relating to a definite program and was adopted by the conference on January 21st. Since the report contains items of vital interest to public education in the New England States, and in other states of the Union, it is reproduced here for the benefit of readers.

All the history and experience of our country as well as that of the last five years, and the research, study, and opinions of wise and philanthropic men unite in the most powerful demonstration of the fact that superior education of the people of a country, including in its scope the physical, utilitarian, intellectual, civic or social, aesthetic and ethical development of the people, is the most potent and beneficent force in any community and in the nation. With the possible exception of the maintenance of its existence, and the preservation of law and order, such education is the first and greatest duty of a nation and its government and of the people of every group that make up the nation.

It is equally self-evident that the universal and competent education of a people is not only a supreme duty, but an absolute necessity for the highest well-being, development, safety and service of a nation.

America is a land, a democratic republic, that strives to guarantee equal and unlimited opportunities for all, irrespective of place or conditions of birth or accidental environment. It aims to allow special privileges to none, and demands full, disinterested, and loyal assistance of every man, woman and child, in accordance with the ability and wealth of each.

America is not a land of isolated and self-sufficient estates, communities or groups, any one of

which may be excused from responsibility for the well-being and the education of the rest of the people. Wealth, wherever found, is of value, or is created thru the needs, or the service, or the contributions of the state or nation as a whole. Our cities and towns everywhere are populated only in small part by their own native born citizens. The government as well as the public service of our cities, states and nation are executed and will continue to be executed by citizens, educated and trained everywhere thruout the country.

Hence, for local and universal economic and social welfare, for good and helpful government, for national integrity and greatness, for true American patriotism as well as from true love for our fellowmen, we believe firmly that the equalization of educational opportunities is an essential and primary duty of the state as a whole positively and generously to provide and assure such universal, competent and essential education, thru the sufficient taxing of wealth wherever found, for the essential education of children (and adults) wherever living. Essential uniformity and standards of educational aims, processes and attainments must be demanded and realized, while recognizing the inalienable rights of individuals and communities to determine such matters as are not inimical or hostile to the welfare of the state and all the people.

We believe that the accomplishment of these objects can only be fully attained thru the generous participation and joint control of state educational agencies and authorities, recognizing the unity and intimate interrelation of every part. No individual, group, community, local or state government may deny or curtail its obligations in this respect without failing in its public duty.

We believe that for the fullest development and highest realization of public education in the States of the Union:

First. The responsibility for education rests primarily upon local authorities, both for the organization, administration and financial support of its school system.

The function of the State in education is so to

supplement, strengthen and enlarge educational opportunities by expert service, direction, adequate financial assistance and authority where needed, as to guarantee the highest possible educational opportunities for all. The task of the State in this respect also includes determination of minimum standards, essential content of courses of study, certification of teachers and co-operative administration.

Second. Both the community and the State should tax themselves as heavily as possible for the support of public education, recognizing that money expended for education, is essentially an investment rather than an expense.

The administration and the financing of education should be exclusively under the control of elected or appointed educational authorities, who should be responsible directly and only to the people, and not to other departments of government.

Third. The training of teachers is distinctly a function of the State. Therefore the State must provide adequately for the professional and practical training of a sufficient number of efficient teachers. It must recognize, in performing this task, the special requirements for teachers of rural schools, for town and city elementary schools, for secondary schools, for special subjects and administrative positions.

Fourth. That the certification of teachers by the State is desirable and helpful, while not essential, and that such certification where in use should express, with reasonable accuracy, the varying degrees of training and efficiency, and should be a potent factor in determining salary schedules.

Fifth. Salaries should everywhere be sufficiently generous to attract and hold the highest type of teachers. In isolated rural communities and in places of peculiar hardships or difficulties, where educational opportunities and social betterment are most needed, relatively larger salaries should be paid.

Sixth. Rural communities should provide comfortable, congenial, homelike living conditions by opening the best homes, establishing teacherages, providing transportation or by other effective

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methods. Social recognition should be granted these teachers, and they on their part should participate freely and helpfully in the life of the community.

Seventh. The educational system of the community as aided by the State should include not only a plan for universal, adequate elementary education, but also, with a minimum of expense to the individual, for the fullest opportunity for secondary, special and higher education.

Respectfully submitted,

Clarence H. Dempsey, Commissioner of Education, Vermont, Chairman.

Herbert W. Lull, Superintendent of Schools, Newport, Rhode Island.

Emerson L. Adams, Assistant Commissioner of Education, Providence, Rhode Island.

Helen L. Wellington, Member of School Board, Belmont, Massachusetts.

Samuel J. Stawson, Superintendent of Schools, Bridgeport, Connecticut.

Charles L. Simmers, Head of Teacher Training, New Hampshire College, Durham, New Hampshire.

THE ATLANTIC CITY CONVENTION.

(Continued from Page 42)

Dr. Charles H. Judd, of the University of Chicago, closed the meeting with one of his inspiring talks on school surveys and educational tests. He declared that surveys and tests are valueless if they simply uncover faults and shortcomings and do not clearly put into the hands of the teachers a means for overcoming difficulties and for eradicating shortcomings. He said that the standard test which does not suggest to teachers an analysis of learning and thinking processes is useless. The results of every test should show the exact point which must be attacked for bringing the standard of achievement to a desirable point. He argued at length the difficulty of separating the theories and of making these practical and directly applicable in the classroom.

Departmental Round Tables.

The most practical sessions of the entire week were held on Wednesday afternoon when the convention resolved itself into four round tables for discussing ways and means of solving present day problems; the teachers of small cities took up the principles of making teachers' salary schedules; the cities between 50,000 and 250,000 population took up educational measurements and the junior high school; the cities of one-quarter to one-half million population discussed merit as related to salaries; and the large cities took up Americanization, statistics and the relation of municipal to educational control.

In the small city section, Mr. T. J. Knapp presented the startling salary schedule which has been adopted in Highland Park, Mich. Supt. U. G. Wheeler contrasted very materially with Mr. Knapp, in discussing the conservative New England plan used in Newton, Mass. Mr. F. E. Downes won considerable applause with a flat schedule plan employed in Harrisburg, Pa.

Dual Control Condemned.

Complete financial independence from city authorities was advocated in the round table of superintendents of large cities. The dual control which permits boards of aldermen and other city officials to interfere in the finances of city schools was unqualifiedly condemned by W. L. Ettinger, Superintendent of New York City. Dr. Ettinger declared that there might properly be points of contact and cooperation but no interrelation should exist that would admit of interference, restriction or restraint. Dual control whereby several state departments interest themselves in legislation is equally bad. Three remedies for dual control were suggested: (1) complete financial independence for boards of edu-

cation; (2) direct responsibility of boards to the people either by election or by appointment thru a special commission, and (3) a separate tax levy. Superintendent E. C. Hartwell of Buffalo who has been struggling with this problem in a violent form during the past year declared that divided control of the schools is inevitably bad and results in a lack of adequate financial support for the school system. Acting Superintendent George Wheeler of Philadelphia declared that divided control inevitably puts the ultimate decision of school finances into hands of persons who are removed from the schools and know the least of them.

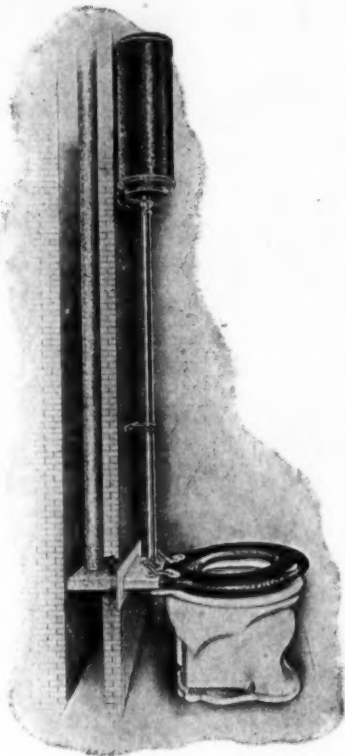
Superintendent M. C. Potter of Milwaukee opened up a most interesting discussion on federal control of education by declaring that federal support inevitably means federal control just as state support means state control. Mr. Potter showed that the Milwaukee schools have refused state aid for the local high schools because such aid meant interference and destroyed the autonomy of the school board.

National aid for education was discussed on Wednesday evening by Congressman Towner who repeated his well known arguments for the Smith-Towner bill.

The Special Problems.

On Thursday morning three special topics occupied the center of attention. Mr. H. R. Bonner showed in a very practical paper that millions of dollars are wasted annually in the United States thru the failure to enforce compulsory education laws. While the school term is 160 days long, the average child attends only 120 days. The cost of absences is nearly \$194,000,000. The condition in the rural schools is worse than in the city school and some of the southern states

(Continued on Page 101)



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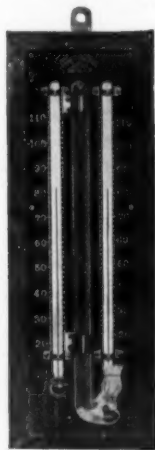
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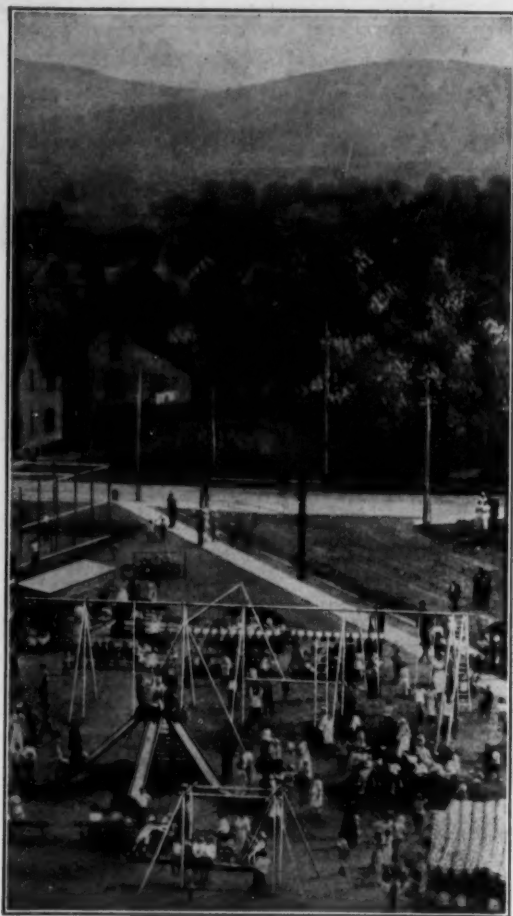
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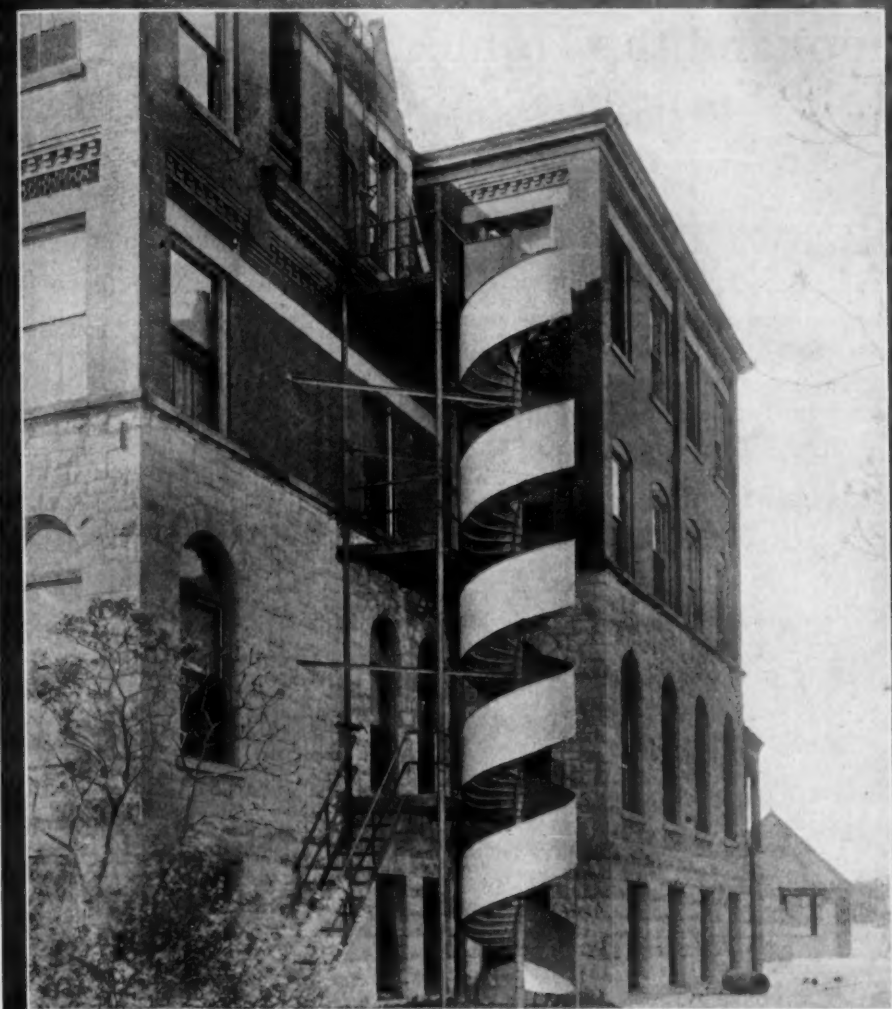
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(Continued from Page 98)

are especial offenders. Mr. Bonner pointed out that there is a great need for adequate school census, for lengthening of the school term and for reducing permissible absences.

Dr. Thos. E. Finnegan of Pennsylvania made an urgent appeal for defending the schools against retrenchment during this period of reduction in prices and the depression in business. He argued that the schools must take the public into their confidence and must not accept the responsibility alone for the maintenance of safe standards in education. He argued that the citizens themselves should take an interest in maintaining teaching forces and in holding up educational standards. Everywhere, he said, there is a demand for more kindergartens, more high schools and only an adequate system of finance is needed that will bring adequate funds to operate the schools and safeguard the children. There should be economy in school administration but that economy must not be detrimental to the children.

Dr. Edward C. Elliott, chancellor of the University of Minnesota, closed the formal program of the meeting by presenting to the convention the inspirational effects which have resulted from placing Montana in the front rank of the states in educational achievements.

THE BUSINESS MEETING.

The organization and limitation of membership of the department came strongly before the membership early in the week. On Tuesday morning, the Committee on Elections submitted a report on the method of electing officers of the department, in which Supt. R. G. Jones declared that the body is at present too large and unwieldy, and that while there is no intention to

separate from the National Education Association, the Department should:

(1) Limit its membership to state, county and city superintendents, to assistant superintendents, to members of state and national departments of education and to superintendents of rural communities having a population of one thousand or over.

(2) That it provide its own financial support and dispose of its funds independently of the N. E. A.

(3) That the officers include a president, two vice-presidents, a secretary, a treasurer and an

executive committee of four members. The secretary is to hold office indefinitely and is to be chosen by the executive committee acting with the president and the other officers.

(4) That the procedure for elections be as follows: On the first day of the convention, any person eligible to membership may be placed in nomination for any office. On the third day the persons nominated are to be voted for and the individuals receiving the highest number of votes are to be declared elected at the annual business session.

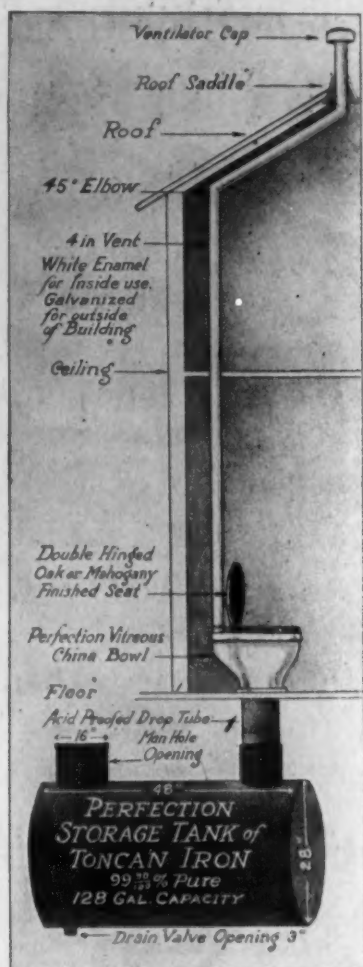
The report was adopted without discussion but the more conservative members of the department seemed to feel that the action is not quite in keeping with the charter and bylaws of the N. E. A. which require that any active member of the association in good standing shall be eligible to membership in any department. The leaders of the Department, however, and the vast majority of the superintendents in attendance were determined to eliminate from the convention the dozens of miscellaneous organizations which are using the Department for gathering a handful of kindred minds and of turning the Department into a multi-ringed circus. The directory of meetings at Atlantic City was as extensive and as complicated as a Pennsylvania railroad time table and no one individual could hope to follow even a small part of the conferences, meetings, breakfasts, and midnight gatherings of the several leagues, associations, councils, institutes, societies, and what not.

Mr. Fred Hunter, who in Cleveland, was one of the ardent advocates of independence for the Department of Superintendence was put in the awkward position of defending the Association as a whole as against the desire of the superin-



SUPT. E. A. SMITH,
Evanston, Illinois.

As 1st vice-president Dr. Smith shared with Supt. Gwinn the duty of presiding over the Atlantic City Convention.



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tendents for greater independence and exclusiveness. The general officers of the Association seemed exceedingly chagrined at the action and attitude of the superintendents and declared it to be inconsistent with the former ambitions of Department officers and members who seemed in former years to have desired to make the winter meetings of more importance than the summer convention. Their arguments concerning the illegality of separating the finances and dues of the department and of appointing a secretary and a board of directors did not alter the determination of the superintendents from doing what a member of the reorganization committee put into words: "We are going thru with this program no matter what happens."

Following the primary vote and the final election, the following officers were declared elected:

President, Supt. R. G. Jones, Cleveland, O.

First Vice-President, St. Supt. Will C. Wood, Sacramento, Calif.

Second Vice-President, Supt. E. C. Broome, Philadelphia, Pa.

Treasurer, Supt. Ira B. Bush, Erie, Pa.

Executive committee, Supt. Frank Cody, Detroit; Supt. J. H. Newlon, Denver; Supt. J. H. Beveridge, Omaha; Supt. R. J. Condon, Cincinnati.

The department in its resolutions urged better trained and better paid teachers. It advocated a longer school year by which the advantages now enjoyed by children in the cities shall be equally enjoyed by children in the country. Additional funds for school use were urged as a means of keeping up standards, of achieving and overcoming present shortcomings in school systems. The department affirmed its allegiance to the N. E. A. and recorded its intention to remain an integral part of the association.

"Recognizing the fact that half the children in the public schools are now being taught by teachers of limited education, with little or no professional training, and without adequate educational vision and ideals, and recognizing the further fact that the value of the instruction and training of the children depends upon classroom teaching, we believe that it is of supreme importance to secure as speedily as possible for every schoolroom in the United States a competent, well-trained teacher in hearty sympathy with American ideals. To this end we urge the following measures:

"First, that all possible means be provided and every legitimate encouragement be given to have teachers already in the service extend and improve their educational equipment and professional training.



SUPT. J. M. GWINN
New Orleans, La.

As 2nd Vice-President Mr. Gwinn assisted Supt. Smith as chairman of meetings of the Department of Superintendence.

"Second, that colleges and universities be urged to devote particular attention toward encouraging many of their able students to enter professional courses in education both for the inherent value of these courses as preparatory for life and also for the possibilities of such students being developed into teachers.

"Third, that in public high schools and in all other directions, teaching be presented as an opportunity for patriotic service at a time of crisis and that the many desirable and laudable features of teaching as a vocation be clearly shown and properly emphasized in order that ambitious and gifted young men and women may elect teaching as a life career.

"We hold that this movement for the more adequate preparation both of students and training and of teachers already in service, the minimum standard of preparation for the elementary school teachers shall be two years beyond graduation from a standard secondary school and that the minimum standard of preparation for high school teachers shall be four years of such preparation.

"We further believe in order to encourage and stimulate higher preparation and to give dignity and desirability to such advanced professional attainment that preparation beyond the minimum requirement when coupled with superior teaching ability should be recognized with added increments of salary increase."

On a longer school year the superintendents resolved in part:

"We commend the growing tendency to lengthen the school year by adding to the traditional nine to ten months' term an extra session or summer quarter of additional educational opportunities, so as to produce in the aggregate an offering of 48 weeks of schooling."

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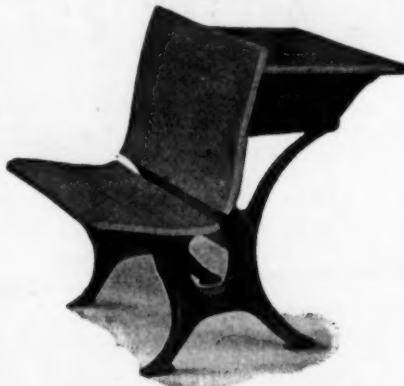
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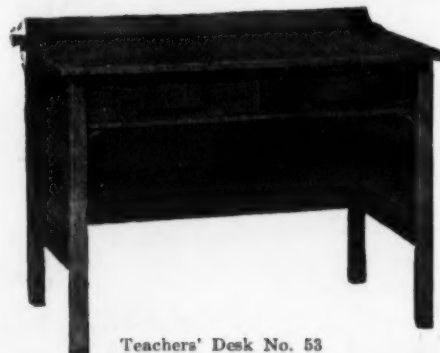
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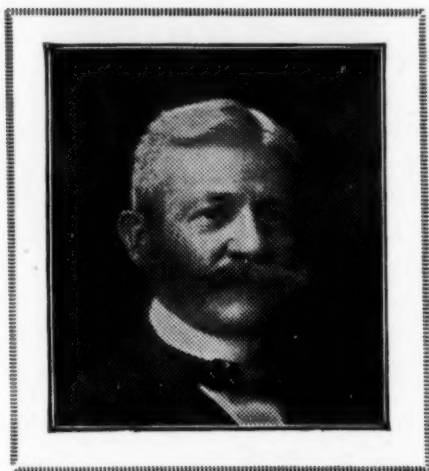
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DEPARTMENT OF SCHOOL ADMINISTRATION.

(Continued from Page 43)

and basement under the exit clogged with storage of waste papers to say nothing of keeping floor oiling mops under the main stairs. A great responsibility rests upon you, the school superintendents of America. In planning new buildings intelligent thought should be given to the following considerations: Better planning for exits; better construction, especially fire resistive first floors; approved alarm notification devices; automatic sprinkler protection, at least in basements and work shops.

"The situation as regards existing school buildings is even more alarming. We permit conditions that should not be tolerated and one reason why they are tolerated is the general impression that it is difficult and complicated to make them safe. If the public only realized how simple is the answer, its opinion would influence property owners to provide for automatic control of fire.

"During the past 40 years, there have been more than 40,000 fires controlled by automatic sprinklers, which probably represent an economic saving of fully \$3,000,000,000. To this we may add another \$1,000,000,000 as an estimate of the probable value of human lives saved to society in all of these years, with these millions of persons congregated in buildings of all kinds of construction and used for all kinds of purposes, the automatic sprinkler has a perfect score in safeguarding life."

A Schoolman's Views.

Mr. S. A. Challman, State Inspector of School Buildings and Sanitation for the Minnesota State Department of Education, discussed the problem of safety from the educator's standpoint. While there can be no question but new buildings

should be made fireproof, the problem of improving the safe condition of old buildings is largely one of good economy. Buildings which otherwise serve adequately for educational purposes and which still have a considerable period of service should, in Mr. Challman's opinion, be remodeled to insure greater safety to life. This can be done by fireproofing stairways and providing adequate exits, by employing other easily available improvements for safeguarding against fire from the heating plant, etc.

Mr. Challman urged that with new school buildings the matter of safety can be greatly enhanced by the employment of one-story structures. Where these are not available because of land costs, fireproofing is desirable. He cited an instance of a new building of the fireproof type contracted for during the month of January in a Minnesota city, the cost of which will be 30 cents per cubic foot. He argued that buildings should be carefully studied to eliminate all waste space so that the highest type of construction can be used consistent with the funds at hand.

Mr. J. D. Macomber of Massillon, Ohio, followed Mr. Challman with a brief description of a new type of fireproof construction in which steel lumber replaces the ordinary wood joists or concrete spans. Mr. Macomber claimed that at present the construction of school buildings is far too heavy and that instead of 40 or 50 pound loads, school buildings should be planned to carry 10 or 20 pound loads. He declared that safe construction is easily possible by reducing the spans.

Mr. Frank Irving Cooper did not read his paper but presented it for inclusion in the records.

This meeting is one of tremendous importance. The Department of Administration of the National Education Association, for the first time

officially, calls the attention of the Association to the ever increasing danger from fire and panic threatening the school children of America.

Ten years ago the Russell Sage Foundation authorized the first investigation of State School Building Regulations. That investigation found Ohio and Connecticut the only states having regulations to safeguard school children against fires in schoolhouses.

Ten years ago the National Insurance files recorded but one fire a day in school buildings. Today, after ten years of erecting more school buildings, these same files record five fires a day in the school buildings of this country, and there is no telling how many more fires go unrecorded.

The loss of a school child's life has become so common that no record is kept. Only when the children are burned by the score, do the newspapers outside of the immediate locality note the fact.

This destruction of life and treasure is preventable, yet the parents, public and school officials do nothing.

Called to inspect the schools of a New England town this past week a fire hazard was brought to the attention of the superintendent. He admitted that he knew there were hazards, and said that with bated breath he waited every time the fire alarm rang during school hours until he learned that the fire was not in a schoolhouse.

The New York Journal of Commerce states that an advance in the fire insurance rates on schoolhouses is one of the early probabilities, as that class of insurance for the past five years has resulted in a steady loss. Changes are also taking place in the schoolhouse risk. From being a building of classrooms which was used five hours a day for five days a week the modern school-

(Continued on Page 107)

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Continued on Page 105)

house has become in many instances, a combination structure; used in many cases ninety hours a week. There are not only academic classrooms, but machine shops, wood-working shops, kitchens, and moving picture houses; these uses have brought an increased hazard.

Will the National Education Association act to stop this burning of schoolhouses? Will it not demand of every member, of every superintendent, individual effort to bring about safety regulation in all states for the planning and construction of schoolhouses?

No longer is there an excuse for putting this business off. Information on these matters is available, it is free. Anyone, official or private citizen, for the asking may have the results of the experience of competent experts on every phase of the problem of fire prevention.

The expenditure of but moderate sums would make these daily fires practically impossible.

Do not blame school officials, or legislators. The blame rests on each one of us. We do not work to our utmost for safety regulations for schools.

Let the points of these remarks stay with you. Other important subjects, other interesting matters will claim your attention, but there is no topic more vital than the saving of a school child's life.

Go home determined to start the work in your own town. Legislation is needed; the public must be taught the need of safety legislation; the securing of State School Building Regulations must come.

The task of bearing this message belongs to each of us. Go home and act before it is too late.

The Put-It-Offs.

"My friend, have you heard of the Town of Yawn
On the banks of the River Slow,
Where blooms the Wait-a-while flower fair,
Where the Some-time-or-other scents the air,
And the Soft Go-Easy's grow?

It lies in the Valley of What's-the-use,
In the province of Let'er-slide.
That tired feeling is native there,
It's the home of the listless I-don't-care,
Where the Put-it-offs abide."

Pray God we grow not bitter, but it makes the vision red—
This hellish toll of crushed-out youth, this tale of needless dead!
No single name shall bear the blame, go "probe" ye ne'er so deep,
For the cost of living rises high, but the cost of life is cheap. (Unknown.)

The second half of the session was devoted to the comprehensive school building. The subject was introduced by Superintendent F. E. Clerk of Winchester, Va., who presented in the form of slides the floor plans and detail views of a proposed comprehensive community school building to be erected at Winchester, Va. Mr. Clerk spoke in part as follows:

To serve the purposes of education most adequately our schools must be planned to meet the demands of teaching, learning and living. In the past the procedure seems to have been one of compromising educational necessity to meet the arbitrary building and construction standards of the time. Our position now must be that of adapting the building to its purposes—not the purposes to the building.

The Comprehensive School is an attempt to adapt the building to its purposes, accommodating all the grades from kindergarten thru the high school in one building, using the principles of segregation according to age as far as it has any educational value or social justification. The older and younger children in the homes are not segregated arbitrarily to the point of absolutely no contact; why, then, should it be so in the schools? The social and moral value of some contacts are indisputable and should be safeguarded as essential to an all 'round development. The plan of segregating pupils in primary, elementary, and secondary schools without any contact with one another inhibits the development of some important elements of character and gains nothing that is not possible in the Comprehensive School.

The Comprehensive School is planned to meet the demands of the teaching of, the learning of, and the exercise of, citizenship for all the children and adults in the community; in other words—an education in anything, for anybody, at any time.

Provision then must be made for many activities. A dynamic organization sufficiently elastic to meet the changing needs and growth of the community must be provided.

In planning such a Comprehensive School for the City of Winchester, Va., the following principles and provisions have controlled the planning of the building:

First: Enclosing the school in a building, the architecture of which is consistent with good taste, and in harmony with the best traditions of the community.

Second: Using the same space for as many dif-

(Concluded on Page 113)

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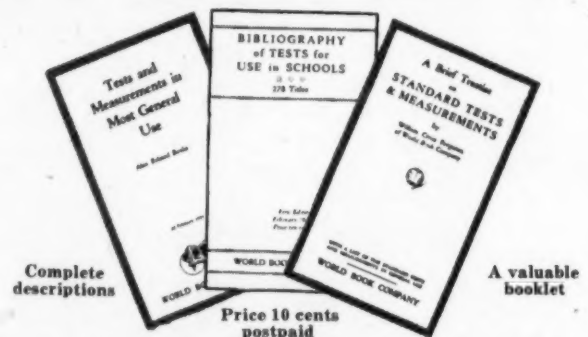
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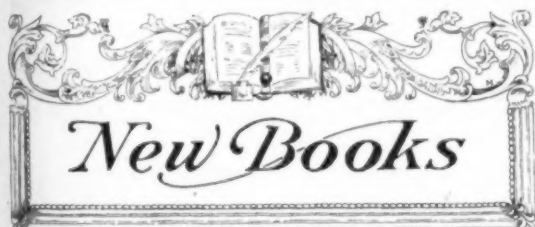
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By Benjamin L. D'Ooge, Ph. D. 12mo, cloth, 428 pages. Ginn & Co., Boston, New York, Chicago.

This grammar makes a strong appeal because of its convenient arrangement of the essentials, which must be mastered in any purposeful study of Latin, and for the elimination of numerous confusing exceptions, irregularities and unusual applications of rules.

The book is rather more complete than is necessary for the average high school, but this inclusiveness is rather welcome in that the work is made adequate for use in the usual college work. The author does not hurl his students directly into the intricacies of the language, but gives them an interesting background for their studies by a brief introductory chapter that relates the history of the Latin language. The development of the study follows conservative, well-tried lines. The paradigms are clear and easy for reference. The illustrative quotations are simple and even interesting. Advanced examples and special applications of rules are confined to footnotes. The nomenclature is standard, except for a few acceptable departures. The rules concerning the order of words are a departure from established doctrines. The chapter on versification might profitably be enlarged by a few additional commonly used meters of Horace.

Cuentos Y Lecturas En Castellano.

By Maria Solano. Cloth, 158 pages, illustrated. Silver, Burdett & Co., Boston, New York, Chicago, San Francisco.

This beginner's reader is intended for classes

in junior high schools and is equally well adapted for regular high schools. The selections have been carefully chosen for the three-fold purpose of providing varied subject matter of interest to young students, of giving an insight into the character and customs of the Spanish countries and of placing an ample vocabulary relating to everyday things at the pupil's command. Exercises and questions intended to facilitate the study of grammar and to encourage oral practice follow each lesson. The work is carefully graded and entirely practical. The book is well illustrated.

Mechanical Drawing for Beginners.

By Charles H. Bailey. Cardboard, 93 pages. Manual Arts Press, Peoria, Ill.

This book follows established principles and methods and will be found valuable for upper grades and junior high schools. It is rather complete in its preliminary explanations and is specific in all its directions. The problems are well chosen and carefully graded. Even a poorly prepared teacher can get results with this book as a text and aid.

The Common-Word Spellers.

By Ervin Eugene Lewis. Book One. Cloth, 150 pages, illustrated.

Book Two. Cloth, 184 pages. Ginn and Company, Boston, New York, Chicago.

This series of spellers will be welcome to teachers and school systems who have followed the latest developments in the art of teaching spelling and who are ready to apply the latest finding vocabulary formation and standard tests in spelling achievement.

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To these "materials" of spelling the author has applied the Iowa spelling scale for determining the limits of each year's work, the grading of

lessons, and the annual reviews. Other scales like the Ayres and Buckingham have been used for additional classification, etc.

The skeleton thus formed has been vivified and beautified by the use of teaching methods and devices of tried value. Phonetic words are grouped into lessons according to their phonetic elements, unphonetic words are treated separately as sight words. Reviews are arranged in context and in columns according to difficulty. Attention is given to hard spots in words and to frequently misspelled words. Dictation is made up only of words previously used. Syllabication is taught correctly and dictionary is taught by an effective and unique plan. Standard tests follow the work of each grade. Illustrations and references to child life brighten the pages and add to the interest of the lessons. In the second book original compositions are encouraged as a means of applying and testing spelling power.

Technique of Practical Drawing.

Edward S. Pilsworth. Cloth, 12mo, 150 pages. The Macmillan Co., New York.

This book emphasizes the technique of drawing intended for reproduction by the photo engraving process. It is specific and should appeal to high schools for advanced classes.

The Birds' Christmas Carol.

Kate Douglas Wiggin. Cloth, 69 pages. Houghton Mifflin Co., Boston.

If anyone should doubt the continued popularity of Mrs. Wiggin's first story for children the line on the second page of this newest addition will enlighten him. In the smallest of type it reads: six hundred and forty-first thousand. True literary merit, real humor and touching pathos are the reasons for the continued popularity of the book.

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Elementary Calculus.

By William F. Osgood. Cloth, 224 pages. The Macmillan Company, New York.

This book presents an introductory college course so arranged that the first three chapters treat of all the fundamental notions of algebraic functions and include the most important theorems.

Our Economic Organization.

By Leon C. Marshall and Leverett S. Lyon. Cloth, 503 pages. The Macmillan Co., New York, N. Y.

This book describes very simply the modern social structure as this is affected by economic principles and facts. The subject is introduced by a brief history of medieval industrial society and of the changes that have led up to the present complicated system. The book has several defects common to elementary and very much abridged works on economics: It is extremely enthusiastic in its tone and it omits all reference to spiritual and moral ideals which outside of certain scientific circles pervade and control our social life.

American Red Cross Work Among the French People.

By Fisher Ames. Cloth, 178 pages, illustrated. The Macmillan Company, New York, N. Y.

An eloquent chapter of American achievement during the world war is this account of civilian

relief work done by the Red Cross in France. The help of our doctors, nurses and social workers among the stricken people of France was a potent factor in keeping up their morale and in stiffening the fighting machine.

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The Woodworker Series. Cloth, 12mo, 214 pages. J. B. Lippincott Co., Philadelphia.

This book serves an excellent purpose in the manual training shop. It is complete and clear and the applications of the many types of joints shown are practical.

The Passing Legions.

By George Buchanan Fife. Cloth, 369 pages. The Macmillan Company, New York, N. Y.

This is the story of the American Red Cross and its heroic service in England from 1917 to 1919, when the A. E. F. passed thru to the front in France, and when it returned wounded, ill, but victorious. The book reflects all the superb inspiration of the memorable work and days which it records.

PUBLICATIONS RECEIVED.

A Program for Citizenship. Reconstruction Pamphlet No. 5, July, 1919. The Committee on War Activities, National Catholic War Council, Washington, D. C. The pamphlet deals with the practical question of the beginnings of civic opportunity and civic duty. It is issued in the hope that the instruction it offers will help to create the worthy, the conscientious American citizen.

Report of the Better Schools Service of the American Federation of Teachers. January, 1921. W. T. McCoy, Director. The report contains some unique features. It presents a teacher's view of the school situation and offers tables for presenting the most recent information on school conditions as reported by superintendents and teachers.

Annual Report of the Secretary of the Board, Spokane, Wash., for the year ending June, 1920. E. A. Thomas, Secretary. The report which is the 22nd to be issued by the secretary, shows the results of the increasing cost of all items of edu-

cation. It is suggested that the pay-as-you-go policy adopted by the board for building construction may be approved by the taxpayers. The pamphlet is well illustrated with graphs and tables showing details of expenditures, amounts of levies and increases in bonded indebtedness.

Statistics of State Universities and State Colleges, for the year ended June, 1919. Bulletin No. 87, 1919, U. S. Bureau of Education. The pamphlet offers a statistical summary of higher education, public and private, for the year 1917-18.

Plans and Suggestions for New Mexico Rural School Buildings. Issued by the State Education Department of New Mexico, Mr. J. H. Wagner, Supt. The material for the pamphlet has been largely prepared under the direction of Teachers College, Columbia University. It contains also the rules governing the sanitation of public buildings as promulgated by the New Mexico Board of Health, and the standards and principles underlying the erection of schools in the state.

Education for Highway Engineering and Transport. Prepared by F. L. Bishop and W. C. John. Bulletin No. 42, 1920. Price, 25 cents. Issued by the U. S. Bureau of Education. The material represents the proceedings of the Conference on Education of Highway Engineering. It contains material of immediate and practical value to those directly interested in the problems of education for highway engineering.

Course of Study—Nature Study, Physiology, Physical Education. Bulletin No. VIII, issued by the Board of Education, Fort Wayne, Ind. The committee that prepared the course in nature study made it elastic enough to fit local conditions which will make it easier for teachers to collect specimens and select types for study. At the same time it has not been the intention to make a course of study so general as to deviate too much from a fairly well defined path. The course in physiology and hygiene was worked out in the Fort Wayne Normal School under the supervision of Miss Flora Wilber, principal. It contains general hints for all grades, lessons in first aid and an outline of physical education for the primary and grammar grades.

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TAPS.

(Concluded from Page 38)

Why not enjoy the fruits of my labors? Is it the nature of the job or the nature of the superintendent that he is a transient? It is quite a bit of both. We have always been transients. We have never belonged to the community. Our job has been labeled as something outside the pale of the ordinary business of life. Our job is regarded as one drawing funds out of the community but making no visible returns. We try to get as much salary as we possibly can. Then when a superintendent can't get his salary raised again he is ready to move.

Why not stay in the community? Fossilize—vegetate? Not necessarily. To live, to take root, to form lasting associations.

Taps? A dead one? From one point of view, yes.

FOUNDATION PRINCIPLES FOR GRADING SALARIES.

(Concluded from Page 45)

under which we had been operating, and it has the added advantage of conformity to state practice.

No system of rating should be over-rigid in its provisions or in its application. It must not induce a feeling of unrest or fear. It must be applied with justice and sympathy and with due consideration of the interests of the teaching profession. Many a teacher of limited experience may not measure up to standard during the first year or two, but if she manifests a desire to succeed and shows continuous improvement, even tho at first slow, she should be given every encouragement and her services should not be rated as "unsatisfactory." On the other hand, an uninterested, unprogressive, and otherwise unpromising teacher should not be trifled

with. At least it is upon this basis that we are endeavoring to apply the merit system in Harrisburg.

TEACHER COUNCILS.

(Concluded from Page 50)

mon consciousness that the children of our common country are receiving an heritage of a larger and a more vital education.

Some Current Defects.

In conclusion, I wish to give a few observations that have been gathered from literature, from the words of organizers of the councils, or from some thinker on the problem of teacher participation. These will be undiscussed propositions and each is intended to call attention to a defect in the organization of the teacher council at present.

The first and fundamentally important task of anyone who would organize a teacher council is instruction. One must not let himself be "stampeded" into forming teacher councils.

One very important fact to establish in the minds of all is that the teacher council is not a concession to teachers; but that it is an obligation placed upon them to contribute to all that they have in professional knowledge, technical skill, or common sense to the betterment of the particular school of which they are a part, and of education generally.

No teacher council should be organized without first deciding what tasks it is to undertake. To organize in anticipation that something will suggest itself at which the council can work is a very poor beginning.

All the schools may not need the teacher council organized in them, but every worker in the schools does need the help of the sort that may be given thru a properly organized and justly conducted teacher council organization.

There is always a big temptation in an organization of teachers to discuss too much. The teacher council is a "work" institution as well as a "talk" institution. To plan is necessary, but to execute a piece of work according to a formulated plan is equally desirable. Some teacher council meetings could be given over to work on some project embodying a previously determined policy.

There is little trouble of getting a policy adopted if that policy is embodied in a piece of usable apparatus, device, or project. When an abstract theory of administration is discussed until some sections of the teacher council disagree it is pretty well assured that someone has missed the point.

When the teacher council is once organized let no one assume to predict its every act. If no one is ever surprised by its action it might be well to study the organization to determine if it has the form only, of the teacher council, and not the spirit that must animate it.

DEPARTMENT OF SCHOOL ADMINISTRATION.

(Continued from Page 107)

ferent activities as possible without sacrificing educational value.

Third: Planning elementary classrooms no larger than 24 feet by 28 feet to make it quite impossible to have more pupils in a room than a teacher can effectively teach.

Fourth: Using all space possible for some educational purpose.

Fifth: By using the one story plan, making proper lighting of classrooms possible by use of overhead light.

Sixth: By converting corridor and stairway space into a covered playcourt to provide recreation facilities during inclement weather.

CHAPTER VI.

Have you read the previous chapters in the preceding numbers of this Journal?

LOOK FOR THE TRADE MARK

THE CRADLE OF THE PHYSICAL APPARATUS INDUSTRY



It may be interesting to know that of the six work men shown in the picture with Mr. Aronson, the third from the left is now foreman of the Constant Temperature Apparatus Department of our factory; the one to his left is in charge of production of the Cunningham Automobile and formerly occupied the same position with the Simplex Company; the one standing immediately at Mr. Aronson's right is John Fuerst, now in charge of the instrument shop for the Physics Department of the University of Wisconsin. This speaks well for the inspiration and training received in this small shop, which may be justly called "The Cradle of the Physical Apparatus Industry."

The little room shown here was—thirty years ago, when the photograph was taken—the sole manufacturing establishment in Chicago devoted exclusively to the manufacture of physical apparatus. The bewhiskered bolshevist at the right was the proprietor, designer, draftsman, production engineer, foreman and accountant. Those of you who know him without his hirsute disguise probably will not recognize him here unless you remember the characteristic position in which he stands, thumbs in the arm holes of his vest. Yes, this is Frank Aronson, closely identified with the Physical Apparatus Industry in Chicago for over thirty-five years, since its very beginning in fact, and foreman of the manufacturing department of the Central Scientific Company since its reorganization in 1904. That his appearance here belies his ancestry may be judged from the fact that a certain clamp devised by him and used widely in many Cenco instruments is commonly known as the "Swedish" Clamp.

To Mr. Aronson's ingenuity are due many of the classical forms of apparatus used in every physics laboratory, including the Toepler-Holtz Static Machine, the hand rotator, the model dynamo and the valveless air pump. You will note in the foreground of the picture a duplex air pump in process of construction. (Note the close resemblance of the parts to those in use at the present time.)

In connection with air pumps, Mr. Aronson tells an interesting story which he says accounts for the fact that all American made pump plates are provided with a $\frac{1}{8}$ inch hole, threaded sixteen threads to the inch, and all fittings are threaded to match. Mr. Aronson had few tools in his early shop and when he made his first air pumps, had no taps or dies with which to cut the necessary threads. He borrowed from a near-by machine shop a tap and die, the only one procurable being a $\frac{1}{8}$ -16. From that time to this, air pump plates and fittings have been threaded accordingly.

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The complete community school was further presented to the meeting by Mr. James O. Betelle, architect, Newark, N. J., who showed by means of slides most interesting types of one-room country schools, of small village buildings and of a large memorial community school.

Tests for judging school buildings on the basis of pupil capacity, and cubage, as related to cost on these several bases were presented by Mr. Dwight H. Perkins of Perkins, Fellows & Hamilton, Chicago. Mr. Perkins' paper was illustrated with graphic charts showing the application of his three-fold tests of economic cost to a number of large high school buildings.

Mr. Wm. B. Ittner, St. Louis, discussed costs of school buildings. His paper will be found on another page of this issue.

Superintendent S. O. Hartwell presented a scholarly analysis of the elements of locating departmental intermediate schools and of relating elementary schools to them. Mr. Hartwell touched upon many fundamental economic problems in determining the size and location of city schools. He declared in favor of the large unit as against the small school unit which has an overload of administrative space and which is a constant expense in the high cost of salaries paid to the supervisory officer, the principal.

Oldest High School West of Mountains.

The Elyria High School, at Elyria, O., the oldest educational institution west of the Allegheny mountains, observed the ninety-first anniversary of its founding during the week of February 20th.

The event offered occasion for a review of its splendid history both past and present, dating from the time of the hardy pioneers who cut their way thru forests and made the first log schoolhouse. The records show that the school was founded in February 22, 1830, and it is maintained that no other school west of the mountains has made such an enviable record or has progressed from more inspirational ideas.

Mr. F. M. Shelton, the present superintendent of schools has been in Elyria since 1916. He was the originator of the "father and son" idea which he worked out while located in Canton.

SCHOOL BOARD NOTES.

Separate high schools for boys and girls have recently been recommended by Mr. Charles Mitchell, newly elected president of the board of education of Knoxville, Tenn. In the opinion of Mr. Mitchell, separate high schools have a two-fold value—they relieve the congestion and make it possible to take advantage of any benefits in the separation of male and female pupils.

A bill eliminating the township trustee from administration of local schools, and providing for a unit to be known as a school county has been introduced in the Indiana Senate. The bill creates a distinct municipal corporation for school purposes known as the school county. It provides for a county board of five members, each of whom must be at least 25 years old and must be paid \$200 a year for their work.

Supt. L. N. Hines of Indiana has announced that no contracts will be signed, or bonds fixed, for schoolbook publishing companies until the results of the senatorial investigation have been made public. It was charged that agents of companies obtaining the adoption of their textbooks, had been active in attempts to have the contracts signed before the investigation.

A bill permitting schoolbook dealers a margin of 25 per cent has been introduced in the Indiana legislature. The bill is intended to eliminate the schoolbook distribution problem which has been a problem for years.

Under the bill, dealers are required to file bonds of \$2,000 to \$10,000 with the state superintendent, to guarantee the observance of requirements regarding wholesale, retail and exchange prices. The bill requires filing by the dealers of samples of books they intend to handle.

Penalty for violation of the law is a maximum fine of \$500 and three months' imprisonment.

The school board of Seattle has opposed a bill in the Washington legislature which requires boards of the first class to supply all children under 14 years with free milk at the daily lunch. It is the opinion of the members that free milk should be given only to needy children, and that others be required to pay according to their ability.

RECOMMENDATIONS OF PENNSYLVANIA SUPERINTENDENTS.

(Concluded from Page 34)

sory age should begin with the 6th year, and extend to the age of 16 years, and the educational requirement should be the completion of the eighth grade.

Labor certificates should be granted to pupils between the ages of 14 and 16, provided they have completed the eighth grade. Superintendents should be given discretionary power to grant, or refuse permits, to such children. Emergency certificates should be issued under special conditions and with the approval of the superintendent.

All children engaged in street trades should receive a permit for the same from the superintendent, and while engaged in their trade should wear a license badge. The enforcement of the regulation should be in the hands of the superintendent and of the attendance officer.

The report is signed by the committee of five, which is headed by Mr. F. W. Robbins, Williamsport, Pa., Chairman of the committee.

KEYSTONE VIEW COMPANY, Inc.

"Originators of Applied
Visual Education"

HAS PURCHASED

The Stereoscopic and
Slide Department of

UNDERWOOD & UNDERWOOD, INC.

The Keystone collection of stereo-
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Write for information regarding
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Catalogues and information on request.

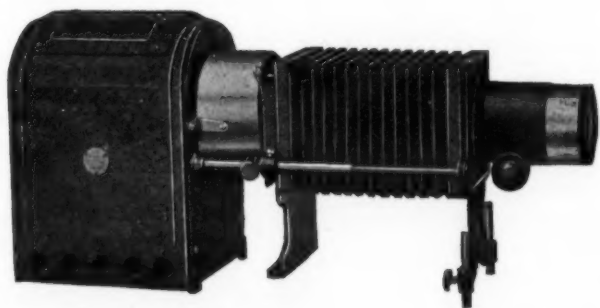
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"McIntosh Lanterns are Honest Lanterns."

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You will insure yourself better
service and delivery when you
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Special Discount to Schools

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"GLUEY" is a light colored paste of super-strength
made from the highest grade materials im-
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The significance of "Gluey's" educational value is
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Our large output enables us to quote unusually low
prices and it is a fact worthy of notice that "Gluey" is
often shipped for distribution in car-load lots. "Gluey"
is smooth, velvety and "Sticks like a brother." We are
ready to supply your needs regardless of quantity.

BUY NOW and SAVE

1 Gal. Stone	\$14.00
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1/2 Gal. Tins, Stone, Mason Jars, doz...	7.60
1 Quart Tins or Glass, doz.....	4.50
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2 Oz. Tubes, doz.....	.90
4 Oz. Tubes, doz.....	1.20

You can be assured that advance orders placed for
future delivery will have our most careful attention
and be shipped on date scheduled.

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COMMERCIAL PASTE CO.**

504-520 Buttles Ave.

Columbus, Ohio.

Manufacturers of the largest line of Adhesives in the United States.



How Penny-Wise School Officials Kick Themselves Out of Office

Old Ben Franklin spoke an eternal truth when he said "The Best Is the Cheapest."

If Ben had been a member of a school board, he would not have been satisfied to let the bars down to the muck and the ruck in equipment and supplies by advertising for competitive bids and awarding the contract to the lowest bidder.

The late E. C. Simmons, the St. Louis Hardware man, put it this way: "The recollection of quality remains long after price is forgotten." And, bear in mind that this applies especially to poor quality.

Say you "save" the tax payers 10% on a purchase of desks that are 20% below standard—you rob them of 10% of their money's worth!

The manufacturers have had years of experience with competitive bidding. They know their costs. They find some way to skin the job so that their own profit is taken care of before they make the bid.

* * * * *

A large Chicago business house had adopted the policy of buying its stationery—carlots at a time—by requiring the mills to bid, each year, on matching the previous year's stock. After five years, the president happened to pull out of his desk some samples of the first lot, and noticed that it was decidedly better in quality than the current year's supply. He instituted a comparison, and got samples of each of the yearly purchases. They graded downward—each year's lot being just a shade inferior to the one before, tho the mills were supposed to make an exact match in weight and quality. Buying by PRICE always tends to lower quality.

Schools are not operated for the purpose of saving money for the tax payers. The first consideration of every school board buyer must be the welfare of the school children.

The courage to buy none but quality goods, even tho quantity must be restricted to current income, is the sure way of raising the standard of your schools, and rousing a public sentiment that will silence any political faction that seeks to throw "economy" dust into the eyes of the voters. This is especially true, now that women have the suffrage.

Buying by price is a sure road to shabby equipment; and soon the voters will wake up to the fact that they are paying a fearful price, in lowered morale of teachers, lessened interest among pupils, decreasing attendance and increasing illiteracy among the rising generation.

And the near-sighted school board, responsible for such a policy, will be swept aside and clear-visioned members elected in their stead.

If you doubt this, put it up to the public, and let the teachers and children take a hand in the education of the tax payers.

Let us help you. We are here to serve you. Our members make no better profit per cent on good goods than they do on the cheapest, and they hate themselves every time they are forced to protect themselves against penny-wise school officials.

NATIONAL SCHOOL SUPPLY ASSOCIATION

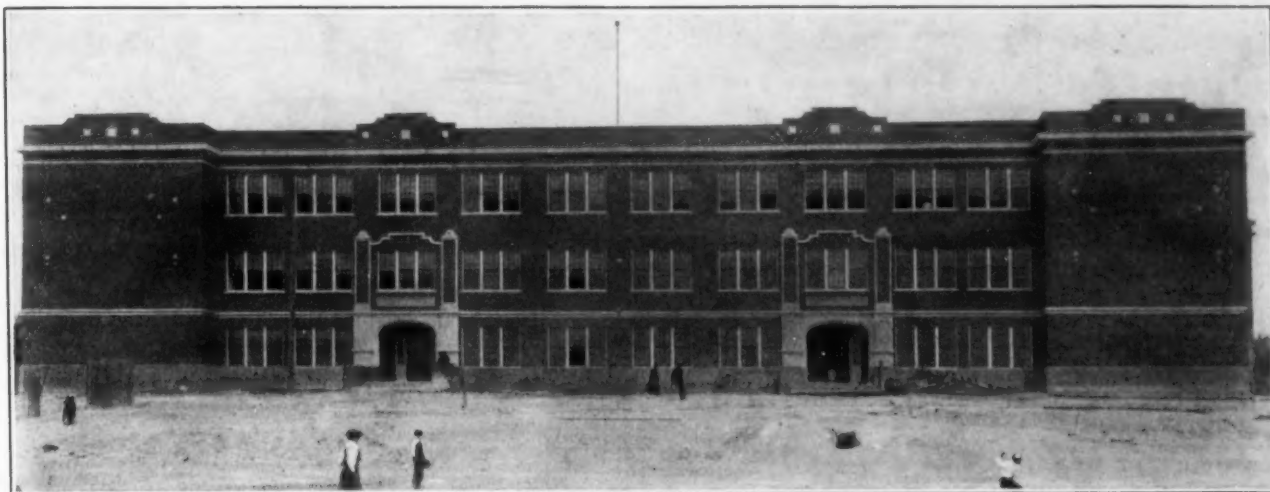
Service Bureau in Charge of T. W. Vinson, Secretary

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BUY NOW

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Thirty-six "Standard" Electric Time Equipments in the Schools and Colleges of Kansas



Liberty High School, Pratt, Kansas. W. E. Hulse & Co., Architects, Hutchinson, Kansas.

Kansas is a good example of the recent progressive school building in the Middle West.

The following are some Kansas installations of "Standard" electric time equipment:

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Liberty High School, Hutchinson
Sherman Junior High School, Hutchinson

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"Standard" electric time systems are manufactured and installed under a rigid test of quality and are carefully planned to meet each particular requirement.

It will pay you to have "Standard" systems specified for your schools. Specifications and other information gladly furnished architects, superintendents, and school boards.

Write home office or nearest branch.

THE STANDARD ELECTRIC TIME COMPANY, Springfield, Mass.

BRANCHES:

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1361 Monadnock Bldg.
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752 Brown-Marx Bldg.,
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421 New First Nat'l Bank Bldg.
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—It's all over—

What?—The N. E. A. Convention—

BUT—

The pleasures—the meetings—the happy faces—
and the exhibits. They are not forgotten.

We—

—dealers in School Equipment did our best to
show you our wares.

The choice—

—is up to you. And now when you think of
clock systems—

Remember—

The Hahl Pneumatic

Low up-keep costs—Dependability—Simplicity.

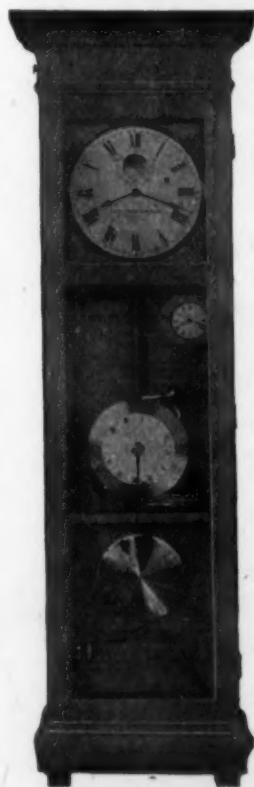
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TIME SYSTEMS COMPANY

— DETROIT —

— U. S. A. —

FOR THAT NEW SCHOOL BUILDING—



You will need an Electric Time
and Program Clock System, if
you would have a School that
is modern in all respects.

We can furnish you equipment
at moderate prices no matter
how simple or complex your
needs may be.

Write today for catalog.

Let us prepare specifications
for your Architect to meet your
particular requirements.

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Makes Concrete Floors Dustproof and Wearproof

Dustless Concrete Floors!

Every concrete floor in your school building is a probable source of concrete dust.

This sharp, hard silicate harms clothing, desks and even the lungs of the pupils.

Lapidolith will make old or new concrete floors granite hard and therefore, dustless.

Just flush it on!

Lapidolith is a liquid chemical and it acts at once, completing the hydration of the cement and filling the pores with a crystalline material.

This treatment makes floors in the toilet rooms non-absorbent, and so easily washed and odorless.

Leading colleges and schools use Lapidolith.

200,000,000 square feet of Lapidolized floors in use.

Write for their testimonials, also free sample and literature. Dept. 22.

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Also manufacturers of Cemcoat, the washable wall coating for schools



Alpine Wax Oil Polish

A wonderful combination floor and desk polish. Preserves the wood and brings out the lustre of the natural grain. Permanent.

Per Gallon.....\$1.50
In 5 gallon cans

Cleaning Supplies for Schools everywhere!

We can make immediate deliveries on any of the following:

Baskets
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Prices, sincerely the lowest, and quality above criticism have caused school purchasing agents to specify our cleaning supplies continually from year to year.

May we serve you, too?

A copy of our catalogue,
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The saw bench illustrated operated under emergency conditions during the war at the Standard Ship-Building Corporation Plant.

"Oliver" Quality
Pattern Shop Equipment,
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OLIVER MACHINERY CO.
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This Is Our



Double Manual Training Bench No. 22

which is furnished with two Abernathy Rapid Acting Vises, and can be had with six drawers, four drawers, two drawers, or without drawers.

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Speed—Accuracy—Durability

In these essential features that make
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UNDERWOOD IS SUPREME

Proved by all international records
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Underwood Typewriter Company (Inc.)
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Ready for Spring?

WITH the coming of Spring's bright sunshine, it becomes increasingly important that the light in your schoolrooms be scientifically regulated. School Boards of many municipalities have solved this problem by specifying Stewart Hartshorn two-way rollers, operating Oswego Tinted Cambric, or Triplex Shadowless Opaque Shade Cloth,—thus controlling the light without interfering with ventilation.

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SHADE ROLLERS AND
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Write for samples of Colors 214 and 204 in Tinted Cambric, which have been analyzed by chemists and widely adopted by school authorities.



THE FUN FULL TIME
PLAYGROUND EQUIPMENT

NOW IS THE TIME

to plan your playground program for next spring.

ORDER YOUR EQUIPMENT NOW.

for Spring delivery, thus avoiding disappointments in receiving goods on time.

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Well known trademarked, uniform priced, school series.

Very extensive sales since eighteen hundred and ninety-eight. Guaranteed quality of all paper stock used. The very best for the price asked. Standardized covers on all numbers.

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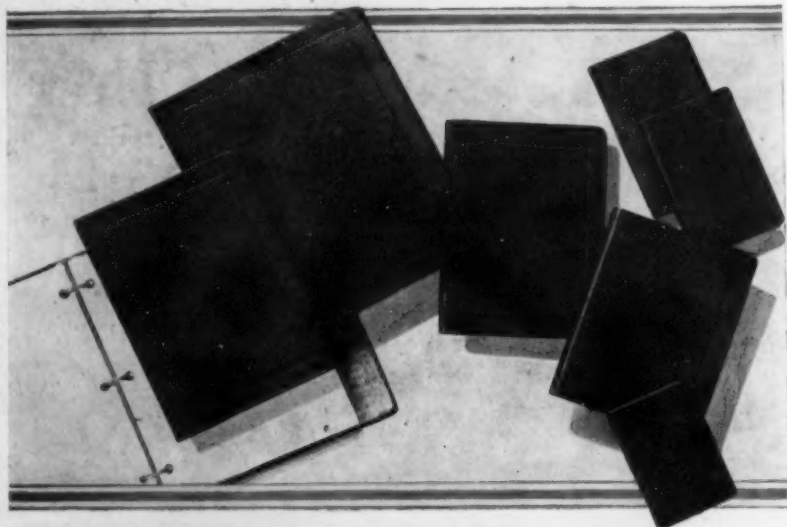


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Schools and public libraries have for years used Keratol exclusively with complete satisfaction.

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"WALLCOTE"

For Beautiful and Washable Walls

"Wallcote" is a Velvet-finish Wall Paint that is made in 20 beautiful colors. It is not a "Kalsomine" or Water Color and is backed by the "Prang Guarantee" of Quality.

TEN ADVANTAGES — COUNT THEM!

- 1 MAT FINISH
- 2 WATERPROOF
- 3 ARTISTIC
- 4 SANITARY
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- 6 ECONOMICAL
- 7 READY FOR USE
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When Redecorating
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The "Old Faithful" Crayons
and Watercolors
The first—and still the Standard
for Quality
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Dust is a Menace to Health

The leading ventilating engineers have declared that dust is more injurious to health than bad odors. Have your architect specify

Dudfield's Dustless All Metal Crayon Trough and Eraser Cleaner

Numbers 3 and 4 removable for cleaning and may be used in wooden construction.

For any information address,

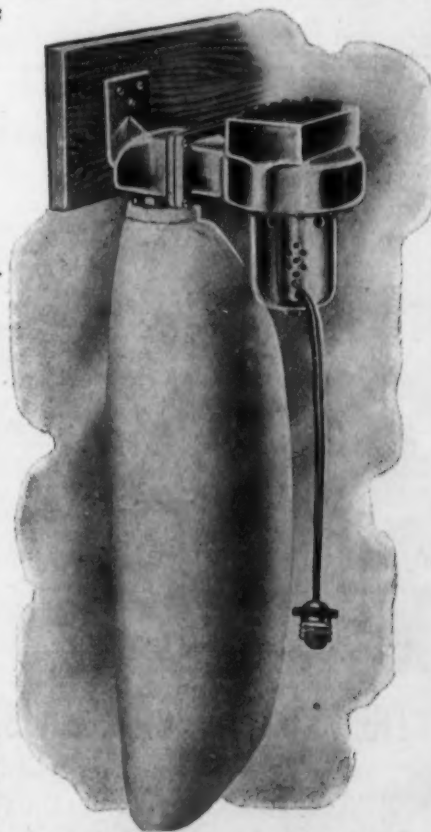
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Gets all the
Chalk Dust
Without Fuss
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No. 2 Haynes Blackboard Eraser Cleaner

Complete, with Bag, as shown,
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The "Haynes" is a simple little machine for cleaning Blackboard Erasers, which it does in a most thorough and effective manner, eliminating all the disagreeable, dusty features of the old method of cleaning. No dust in the school room, or in the lungs or clothes of the pupils; no wear or tear on the Erasers, therefore Erasers cleaned the "Haynes Way" last longer and erase better, because "No Dust Remains When They're Cleaned With the Haynes," while the cleaning is done in one-tenth the time, without the usual fuss and muss.

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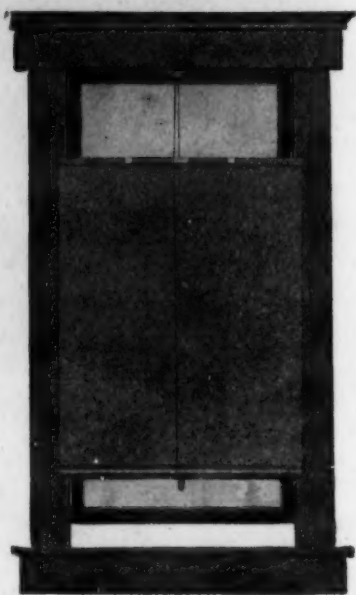
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"The Window Shade Pre-eminent"

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Draper's Adjustable Window Shades merit the careful consideration of the careful buyer—the buyer who measures the cost by years of service.

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Disease is now sweeping over the country endangering the lives of young and old alike. The epidemic of Spanish Influenza finds an inviting field for its deadly work in crowds, in damp, cold atmosphere, in poor ventilation.

The Miller Vehicle Heater, like mingled sunshine and fresh air, dispels dampness and disease, affords warmth and comfort, and renders safe and sanitary the journey to and from school.

Every parent has a moral right to demand and it is the sacred duty of school officers to supply Miller Vehicle Heaters for school wagons.

We manufacture and sell Heaters only and sell to wagon manufacturers, dealers and school authorities.

Send for Prices.

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with the aid of Robertson's Quality Cleaning Products can easily keep your school in a thoroughly clean and sanitary condition at all times, at a minimum of cost and effort.

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Genuine
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Insure Both Quality and Satisfaction.

Robertson's Products Include



Disinfectants, Liquid Soaps, Soap Powders, Scouring Powders, Paper Towels, Toilet Paper, Mops, Brushes, Liquid Soap Dispensers, Paper Towel Holders, etc., etc. Get our prices.

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The Norton Liquid Door Closer with Hold-Open Arms

Use The Norton Liquid Door Closer with Hold-Open Arms and do away with door stop on bottom of door.



Approved by the National Board of Fire Underwriters Laboratories

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1st. The doors are closed with a uniform speed which gives the pupils a chance to go through a door without getting caught or injured.

2nd. Having two speeds—the speed at the latch can be set for absolute quiet—no latch necessary.

3rd. The Hold-Open Device connected with the arm of the Door Closer is automatic, a child can operate it—just a push or pull on the door is all there is to do to it. Does away with door stop, hook or strap to hold door open. Every school-room should have one.

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Steel Lockers

for Schools
and Clubs

Write for Full Catalog



THE ARMOR CLAD MFG. CO.

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Scenery

Asbestos curtains,
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Stage scenery for your Auditorium
stage. Special, Historic, Scenic
or Architectural paintings
for front drop curtains.

Twenty years of experience in equip-
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Write us for further information or
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"STEINERBUS"

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This "Steinerbus" body is 17 feet long and 73 inches wide, has two aisles and three long seats which can easily accommodate 45 children.

"Steinerbus" bodies are custom made and can be built to meet any and every requirement. They are furnished with either rear or side doors, or both, as required.

Write us for particulars

Prompt Deliveries Guaranteed

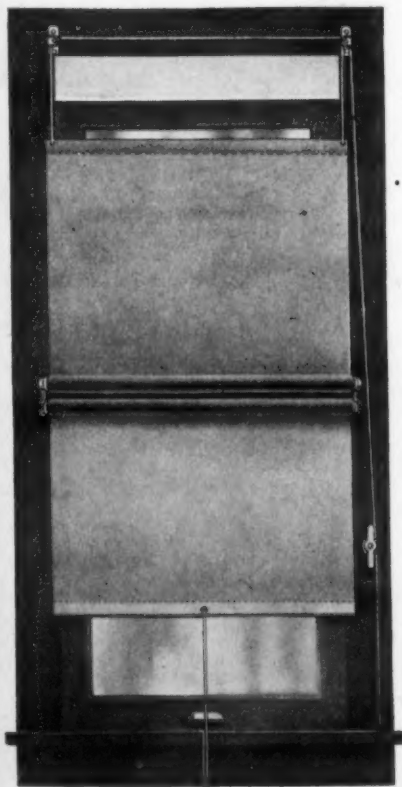
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TRENTON,

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THE DURA DOUBLE ROLL CANVAS SHADE

PATENTED



There are no existing
standards by which the
DURA DOUBLE
ROLL CANVAS
SHADE can be com-
pared. It has estab-
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Years of satisfying
service with absolute
freedom from trouble
are its dominating fea-
tures.

WHITCOMB & BOYCE
MANUFACTURERS
230 South Wells Street, CHICAGO

For your convenience Dura Double Roll Canvas Shades and information re-
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You receive full value
when you buy

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Sold by
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Reg. U. S. Pat. Off.

Double Warp All Wool Bunting

A Flag of sterling
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Two Ply Cotton Bunting

A Flag that bids defiance
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Made only by **ANNIN & CO.**

Largest Flag House in the World

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VUL-COT

Waste Baskets

**They're guaranteed
for five years—**

That is a very important point in the eyes of those who have to make a limited appropriation stretch to its utmost in the purchase of school supplies.

It is comfortable to know that a responsible manufacturer—the largest in the business—stands back of Vul-Cot Waste Baskets with an iron bound guarantee that assures the cost of Vul-Cot Waste Basket service can not be over thirty cents a year and may be even much less.

Vul-Cots have many ideal qualities in addition to their purchase economy. They are solid—everything you put in them stays in. They are very light and very strong—that's why we can guarantee them. They cannot warp, dent, splinter or rust—and they're sanitary for they're smooth and free from the cracks and crevices that shelter germs.

We would like to send you a sample of Vul-Cot Fibre in exchange for your dealer's name

American Vulcanized Fibre Co.
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Canadian Distributors:
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The Smile That Wins

Even the most amiable are upset when the lead in a drawing pencil breaks inopportunely, or an occasional speck of grit cuts the paper and spoils the work of hours.

Promote Good Nature

and good work by using

The Van Dyke Drawing Pencil

(Symbol of Quality)

Grades 6B softest to 8H hardest.

Hexagon—yellow polish.

Gold Medal Panama-Pacific Exposition.

At all Stationers.

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Oldest Pencil Factory in America.

Why Pay--?

for WATER in ink? Make your own ink by adding water to—

Inko
ACTUAL INK SOLIDS

and save over 70% of your present ink bill.

School Boards thruout the country are now buying their ink in powder form. It is the most practical and economical method. It can be mixed at the school board offices and distributed to the various schools in casks, or distributed in powder form and mixed by the school janitor whenever needed.

INKO COLORS

Blue-black, Black, Red (Carmine),
Green, Purple (Violet).

*Free samples of INKO will be cheerfully
furnished on request.*

**In Writing Please Mention
Your Dealer's Name.**

THE HOWARD CHEMICAL & MFG. COMPANY, Inc.
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—in your schools?

Are the desks in your schools equipped with the incomparable, non-breakable and non-evaporating U. S. Ink wells? If not, write for free samples today and learn why the U. S. Inkwell has been pronounced "the most appropriate, substantial and satisfactory inkwell for school use."



Pat. Dec. 12, '05. Pat. Jan. 10, '06.

satisfactory inkwell for



Pat. Nov. 14, '11.

U.S. Inkwells

have no hinges to break or corks to lose. They are neat in appearance non-breakable, non-evaporating, dust-proof, easy to keep clean, operate silently, fit perfectly over the various size holes in desks, and can be readily attached at a trifling cost by your school janitor.

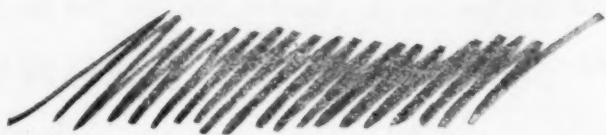
Write for free samples—today

U. S. Inkwell Company, Inc.

DES MOINES

MANUFACTURERS

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An Actual Incident

The Superintendent jammed a sharpened "Beginners'" into a wooden packing case to show his Supply Committee the strength of its lead. It did not break. Look at the lead of Dixon's "Beginners'" before you specify or recommend a pencil for Primary writing.

Sample free on request

Joseph Dixon Crucible Co.

Pencil Dept. 31 J

JERSEY CITY, N. J.



AEROLUX

VENTILATING REG. U.S. PAT. OFF.

WINDOW SHADES



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Scientific window shading eliminates direct sunlight without interfering with correct lighting and ventilation. The result is better work from the students.

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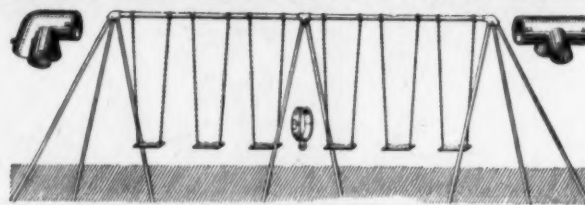
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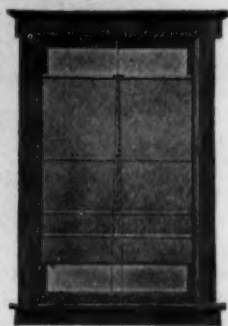
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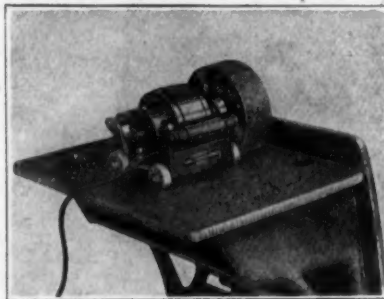
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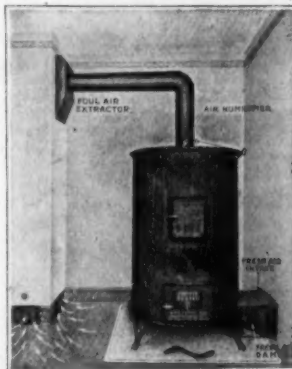
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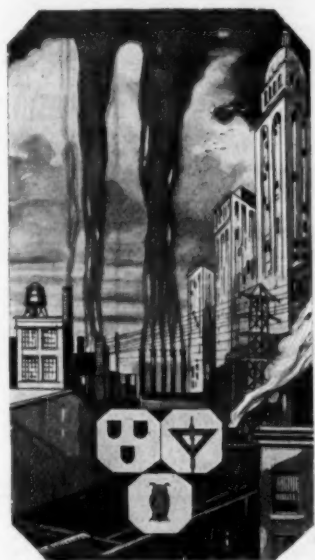


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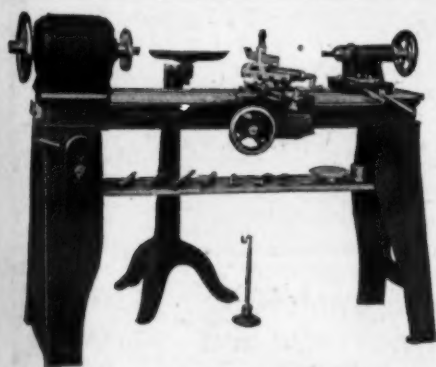
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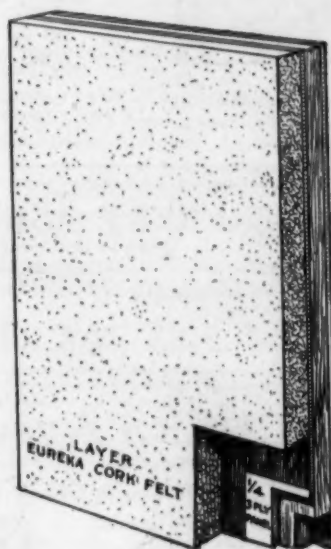
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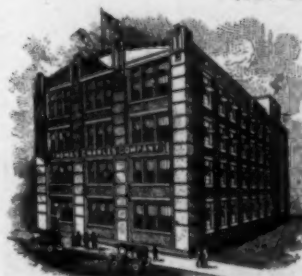
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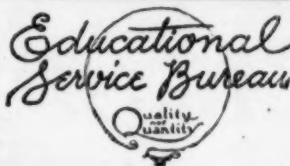
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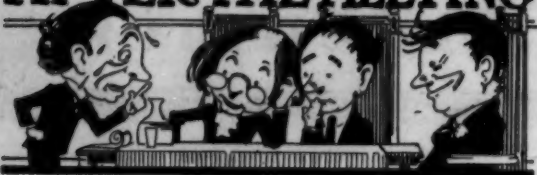
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Diploma Engrossing—Time and care are required to do good engrossing. Work of this kind can be done better if it is done now rather than if it is rushed the last of June. Write for specimens and estimates. R. A. Loomis, 210 Grant Ave., Jersey City, N. J.

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Century Ink Essence — (Powder Crystals) is the most satisfactory and economical ink for school use. Send for sample and price list. Francis J. Peck & Co., Superior Bldg., Cleveland, Ohio.

AFTER THE MEETING



His Idea.

A teacher was giving a lesson on the cow. She wanted some bright boy to answer what the farmer did with the milk that remained after he had made enough cheese and butter and saved what he wanted for his family.

Dead silence followed for a moment, and then one hand waved. "Well, Tommy," said the teacher. "He pours it back into the cow," replied the boy.

A Housewife in the Making.

Miss Emery had given little Tim a simple problem in addition that he failed to work out. "Numbers are dry," she reasoned with herself, and determined to make the lesson more interesting.

"Suppose," she began, engagingly, "your mama sent you to the store to buy three pounds of lamb, two pounds of potatoes, half a pound each of carrots and turnips, and one pound of tomatoes—what would you have then?"

Tim shook his head, but Marybell, only a year older, raised an eager hand.

"Well, Marybell?" said the teacher, with a sorrowful glance at little Tim.

"Stew!" said Marybell, sweetly.—Youths Companion.

Highly Adaptable.

Teacher—A pronoun, you know, is a word that stands for a noun; or it may stand for any number of nouns. Can you think of one?

Little Chauncey (son of the village druggist)—Talcum stands for more things than any one word I know of, ma'am.

A Raiser.

The attendance department is often assisted in unique ways as shown by the following excuse: "Arthur was late this morning because he wouldn't get up in time. Tomorrow morning I will raise him with a shingle."

The Uncertain Boy.

New Teacher—"Does your son show a leaning towards any particular vocation?"

Father—"At times his conduct suggests his becoming a missionary and at others he seems to incline more towards general outlawry."

What He Said.

Professor—"So, sir, you said that I was a learned jackass, did you?"

Freshie—"No, sir, I merely remarked that you were a burro of information."—Boston Transcript.

Why He's Immune.

Teacher—Why, Cyril, how can you come to school when your little brother has got scarlet fever.

Cyril—Please, teacher, he's only my half-brother.



Agnes' Fault.

Mother: Aren't you ashamed Mary to be at the very foot of your class?

Mary: Well, mother, I couldn't really help it. Agnes who was at the foot has the measles.

Johnny's Luck.

"Now, Johnny, can you name a cape in Alaska?" asked the country school-teacher.

"No'm," answered Johnny, stumped.

"None; that's right, Johnny. Now next boy name another."

Bob—"I'll bet Caesar was a strong man."

Junior—"Why?"

Bob—"The book says he pitched his camp across the river."

Teacher—"The answer you have just given is about as clear as mud."

Freshman—"Well, that covers the ground, doesn't it?"

Teacher—"Give me a sentence and we'll see if we can change it to the imperative mood."

Pupil—"The horse draws the cart."

Teacher—"Very good. Now change the sentence to an imperative."

Pupil—"Get up!"

Identification.

"There's the stockbroker over there, talking with the college professor."

"Which is which?"

"Well, the one who looks as if he might be the other is the one the other isn't."—Life.

Caution.

The teacher had been explaining fractions to her class. When she had discussed the subject at length, wishing to see how much light had been shed, she inquired:

"Now, Bobby, which would you rather have, one apple or two halves?"

The little chap promptly replied:

"Two halves."

"Ah, Bobby," exclaimed the young woman, a little disappointedly, "why would you prefer two halves?"

"Because then I could see if it was good inside."

Pupil: "I don't think I deserve zero in my exam."

Teacher: "I don't either, Johnny, but that is the lowest I could give you."

Quite True.

There is a certain professor of natural history who delights in propounding catch questions to his class, and one young fellow, who had been caught by one, determined to get even. At the next class, therefore, he said gravely:

"Professor, you have made a special study of snakes, have you not?"

"Yes, I think I am fairly well informed as to that branch," the professor responded.

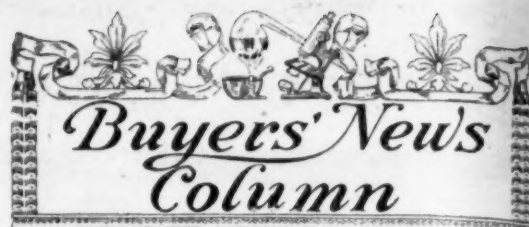
"Then, professor, you can undoubtedly inform me on a point which, while doubtless simple, puzzles me. May I ask you a question?"

The professor began to feel uneasy, but there was nothing to reply but "yes."

"Then, sir, what I desire to know is, Where does a snake's tail begin?" the young fellow asked gravely.

The professor was silent for a moment, and a titter began to run over the room, which increased to a roar as the professor replied calmly:

"That is quite simple; it begins at the end of the snake which is not the head."



MR. SWEM JOINS GREGG.

Mr. Charles L. Swem, official reporter and confidential secretary to former President Woodrow Wilson, has joined the Gregg Publishing Company as managing editor of the Gregg Writer, published at the firm's offices in Chicago. The magazine is the leading shorthand publication and has a monthly circulation of 75,000 copies.

Mr. Swem first entered the service of Mr. Wilson when the latter was governor of New Jersey. Mr. Swem, then a youth of 19 years, took the governor's speeches for him and later accepted the position of official shorthand reporter in the democratic campaign at Baltimore. He has the distinction of making every trip with the President during the eight years of his incumbency. He took down in shorthand every speech of the president, including his activities as one of the Big Four at the Peace Conference.

Mr. Swem brings to the Gregg publication a valuable experience. He is a student of English and literature and is a frequent contributor to magazines.

FLOOR CLEANING SERVICE.

The Hockaday Company, Chicago manufacturer of the well known Hockaday paints and wall finishes, have recently issued a circular on the cleaning of school building interiors. The circular is a part of the Hockaday cleaning service which includes advice on the cleaning of walls, various types of floors, furniture, opera seating, kitchen utensils, plumbing fixtures, etc. The firm manufactures a cleaner especially adapted to school uses and will give full information about its service to any school authority.

A SPIRAL FIRE ESCAPE.

The Dow Wire and Iron Works, Louisville, Ky., has just issued an eight-page descriptive circular to acquaint architects and school authorities with the advantages of the Kirker-Bender Spiral Slide Fire Escape and to offer a working knowledge of its merits.

The Kirker-Bender consists of a smooth, galvanized spiral slide enclosed in a cylinder five feet in diameter equipped with automatic entrance and exit doors. The escape is constructed entirely of steel. The exit doors are in two leaves opening outward, and are provided with brass automatic inside latch with touch-plate to operate by the pressure of the smallest child.

The fire escape for outside installation, rests on its own foundation and does not depend on the building for support. It requires a minimum amount of ground space, does not obscure light from windows and avoids congestion and falling thru the avoidance of steps. The Kirker-Bender is especially adapted for use in schools, orphanages, and asylums.

AN INDUSTRIAL FILM STUDY.

The Industrial Moving Picture Bureau of the Western Electric Company, New York City, has completed a special study of industrial film subjects and their use as aids in education.

The firm has issued seven new one-reel films. Six of them are devoted to the lumber industry and its relations to the telephone and telegraph systems of the world. A seventh, "A Concrete Example," is an example of concrete in building construction in New York City. It features the building of a warehouse and office building on Manhattan Island.

Arrangements have also been made for several industrial films of South America. These will include subjects of interest to farmers, the development of communication and a study of electrical inventions.

No Guesswork.

They had been discussing the domestic members of the animal kingdom in the classroom and the teacher who always tried to make the lessons interesting said:

"Now who can tell me one that hasn't been mentioned? It is fond of getting into mud, likes dirt and has bristly hair. Does anyone know what it is?"

A small boy in the class raised his hand.

"What is it, Billy?"

"Please, ma'am," he replied, "I think you must mean me."

School Goods Directory

ADJUSTABLE WINDOW SHADES

Aeroshade Company
Draper Shade Co., L. O.
Steele Mfg. Co., Oliver C.

AIR CONDITIONING APPARATUS

American Blower Co.

ASH HOISTS

Gillis & Geoghegan
Payne Company, F. S.

AUDITORIUM SEATING

American Seating Co.
Empire Seating Co.
Heywood Bros. & Wakefield Co.
Kundtz Company, The Theodor
N. J. School Furniture Co.
Peabody School Furniture Co.

AUTO BODIES.

Stelner & Co., J. J.

BLACKBOARDS—COMPOSITION

Beaver Board Companies
N. Y. Silicate Book Slate Co.
Rowles Co., E. W. A.
Weber Costello Co.

BLACKBOARDS—NATURAL SLATE

Keenan Structural Slate Co.
Natural Slate Blackboard Co.
Penna. Structural Slate Co.

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Holden Patent Book Cover Co.
Peckham, Little & Co.

BOOK LEATHER

Keratol Company

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Educational Publishing Co.
Ginn & Company
Grogg Publishing Co.
Heath & Co., D. C.
Houghton, Mifflin Co.
Lippincott Co., J. B.
Longmans, Green & Co.
Newson & Company
Palmer Co., A. N.
Silver, Burdett & Co.
World Book Company
Little, Brown & Company

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Kewaunee Mfg. Company
Paddock Cork Company

BRUSHES

Lewis, Samuel
Palmer Company, The
Robertson Products Co., Theo. B.

BUILDING MATERIALS

Asbestos Buildings Co.
Indiana Limestone Quarrymen's Assn.
National Terra Cotta Company

CAFETERIA EQUIPMENT

Kewaunee Mfg. Company
Pick & Company, Albert
Sani Products Co., The

CHALK TROUGHS.

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Chicago Apparatus Co.

CHEMICAL CLOSETS

Chemical Toilet Corporation
Standard Steel Corp.

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Standard Electric Time Co.

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American Crayon Co.
Binney & Smith
Dixon Crucible Co., Joseph
National Crayon Co.
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Wayvell, Chappell & Co.

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DIPLOMAS

Educational Supplies Co.
Metropolitan Supply Company

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Palmer Company, The
Robertson Products Co., Theo. B.

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Christiansen, C.
Federal Equipment Co.
Kewaunee Mfg. Company
Mutschler Brothers Co.
Peterson & Co., Leonard
Pick & Co., Albert
Sheldon & Co., E. H.

DOOR CHECKS

Morton Door Closer Co.
Sargent & Company

DRAWING MATERIALS

Devoe & Reynolds Company

DRAFTING ROOM FURNITURE

Christiansen, C.
Kewaunee Mfg. Company
Sheldon & Co., E. H.

DRINKING FOUNTAINS

Imperial Brass Mfg. Company
Nelson Mfg. Company, N. O.
Rundell-Spence Mfg. Company
Twentieth Century Brass Works

ERASERS

Palmer Company, The
Rowles Company, E. W. A.
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ERASER CLEANERS

National Wood Renovating Co.
Weber Costello Company

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Smith Hardware Co., F. F.
Van Kannel Revolving Door Co.
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FIRST AID CABINETS

Johnson & Johnson

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FLAGS

Annia & Company
Chicago Canvas Goods & Flag Co.

FLAG POLES

Chicago Canvas Goods & Flag Co.
Nelson Mfg. Co., N. O.
Newark Steel Post Co.

FLOOR CLEANING DEVICES

Kent Vacuum Cleaner Co.

FOLDING PARTITIONS

Wilson Corp., Jas. G.

FURNITURE

American Seating Co.
Cleveland Seating Co.
Columbia School Equipment Works
Columbia School Supply Company
Economy Drawing Table & Mfg. Co.
Empire Seating Co.
Heywood Bros. & Wakefield Co.
Inner Braced Seating Co.
Kundtz Company, The Theodor
N. J. School Furniture Co.
Peabody School Furniture Co.
Rowles Co., E. W. A.
Stafford Mfg. Company, E. H.
Standard School Equipment Co.

FURNACES

Hero Furnace Company, The

GLOBES

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Weber Costello Co.

GRAPHOPHONES

Columbia Graphophone Co.

GYMNASIUM APPARATUS

Medart Mfg. Co., Fred
Narragansett Machine Company

HEATERS

Hero Furnace Company, The
Smith System Heating Co.
Virginia School Supply Company

HEATING SYSTEMS

Dunham Company, C. A.
Webster & Co., Warren

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Bayley Mfg. Company

INK

Commercial Paste Company
Howard Chemical & Mfg. Co.
Rowles Co., E. W. A.

INK WELLS

Squires Inkwell Company
U. S. Inkwell Company

JANITORS' SUPPLIES

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Robertson Products Co., Theo. B.

KINDERGARTEN SUPPLIES

Charles Company, Thos.

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Kewaunee Mfg. Company
Peterson & Co., Leonard
Sheldon & Co., E. H.
Wiese Laboratory Furniture Co.

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Federal Steel Fixture Co.
Medart Mfg. Co., Fred
Narragansett Machine Company

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American Woodworking Machinery Co.
Oliver Machinery Company
MANUAL TRAINING BENCHES
Columbia School Supply Co.
Oliver Machinery Co.
Kewaunee Mfg. Company.
Sheldon & Co., E. H.

MAPS

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MEMORIAL TABLETS

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Williams, Inc., John

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Enterprise Optical Mfg. Co.
Victor Animatograph Co.

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Holden Patent Book Cover Co.
Palmer Company, The
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PAPER TOWEL FIXTURES

Palmer Company, The

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Dixon Crucible Co.
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Bossert & Sons, Louis
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Stelner & Co., J. J.

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WAINSCOTING

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American Crayon Co.

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Chamberlin Metal Weatherstrip Co.

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Austral Window Co.
Kawneer Mfg. Company

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Hartshorn Co., Stewart
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Whitcomb & Boyce

WIRE WINDOW GUARDS

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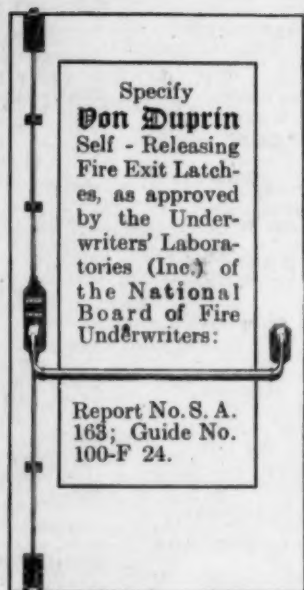
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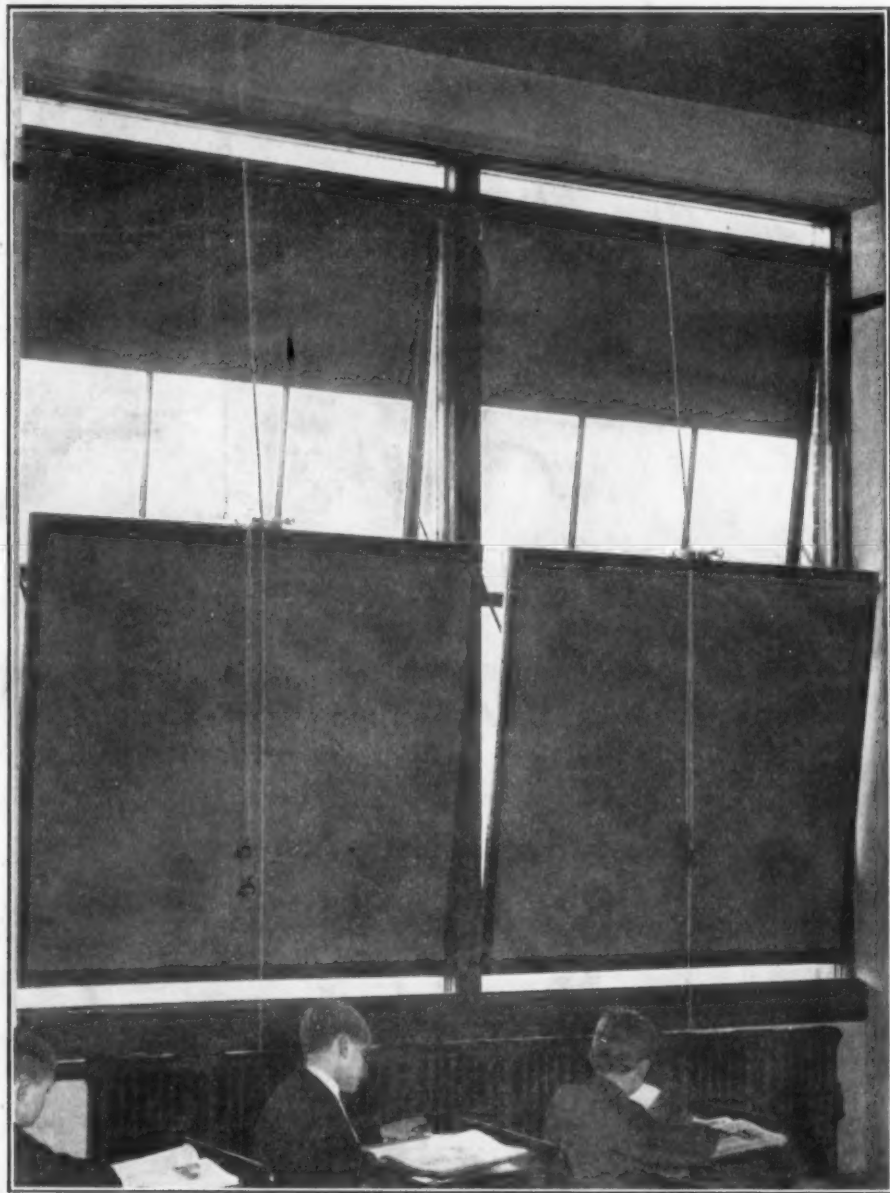
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WINDOWS

LIGHT AND VENTILATION GO HAND IN HAND

The above cut illustrates how readily the light may be regulated without interfering with the free circulation of air: all direct rays of light may be excluded and yet the ventilating feature retained. The shades serve as awnings.

The Austral sash placed in the position shown above affords openings equal to 45 per cent of the entire window, with the greatest volume of air entering between the sash. The opening may be increased to 90 per cent if desired.

The current of air is always directed up and towards the center of the room without creating direct drafts.

AUSTRAL WINDOW CO.

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